ASEM Network of MOOCs Initiative

# ASEM MOOC Stakeholders' Forum 2018

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Organized by

Ministry of Education

National Institute for Lifelong Education

**Welcoming Address**

# 2018 ASEM MOOC Stakeholders' Forum

Emerging as part of the open educational resources movement, including Open Educational Resources (OER) and Open Course Ware (OCW), MOOC has received attention for its innovative features in terms of cost and access to higher education as it allows the public to take lectures provided by prestigious universities for free. MOOC has expanded worldwide and is continuously being improved.

The start of MOOC was inspired by the ideal of widely sharing access to higher education for people who may have missed out on this opportunity via conventional methods. Later on a variety of MOOC platforms were established: some were operated in the private sector on their own, while others were managed by the government.  In addition, universities and other institutions with plans to enter the market of higher education have participated in the development of MOOC content. As a consequence, the specific direction for further development must be discussed with consideration for the target audience, lectures, and methods of operation.

Against this backdrop, the Korean government recognized the need for cooperation and collaboration in this field, such as by encouraging exchanges between scholars, experts, and policymakers, as well as by sharing best practices and information between regions and countries. At the first Senior Officials' Meeting (SOM1) held in November 2016, the creation of the ASEM Network of MOOCs Initiative was proposed for the 6th ASEM Education Ministers' Meeting. As a result, MOOCs Initiative was officially launched at the 6th ASEM Education Ministers' Meeting in Seoul, in November.

MOOCs Initiative built a foundation for securing channels capable of achieving sustainable educational collaborations between international regions for the first time since the introduction of MOOC.  As part of the initiative's collaborations, forums are held to facilitate continued cooperation between nations. The ASEM MOOC Stakeholders' Forum is an international conference where MOOC stakeholders gather to discuss ways to seek collaborative exchanges of MOOC and discuss standards related to the future advancement of MOOC.  At forum 2018, in particular, professionals from partnering nations are gathering to share best practices in the development and operation of MOOC.

At today's forum, I hope and expect that valuable experiences and ideas for international cooperation will be presented from diverse levels of entities, including governments, platform-operating institutions, and class-developing institutes. I also expect this day to serve as a turning point in the advancement of MOOCs Initiative.

**Yun, Yeo-kak**
President National Institute for Lifelong Education

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## Program

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|---|---|---|---|
| 13:30~14:00 | 30' | | Registration |
| 14:00~14:15 | 15' | **Opening Ceremony** | • **Opening Remarks  Yun Yeo-kak**  President of NILE<br>• **Welcoming Remarks**  Ministry of Education |
| 14:15~15:15 | 60' | **Report on Progress of Initiative** | • **Report on Progress of ASEM Network of MOOCs Initiative**<br>**Kim, Jae-yeol**, Director of K-MOOC Center, National Institute for Lifelong Education |
| | | | • **QA Framework for ASEM MOOCs**<br>**Praweenya Suwannatthachote**  Professor, Chulalongkorn University |
| | | **Members' Case Presentation 1** | • **[Thailand] Sharing Experiences on Joint Development: K-MOOC and ThaiMOOC**<br>**Natthakan Iam-on**  Professor, Mae Fah Luang University |
| | | | • **[Japan] Current Situation and Perspective of JMOOC**<br>**Yoshimi Fukuhara**  Executive Director/Secretary General, JMOOC |
| 15:15~15:35 | 20' | | Break & Networking |
| 15:35~16:20 | 45' | **Members' Case Presentation 2** | • **[China] Exploring the New Era of MOOC[+]**<br>**Chao Li**  CEO and President, XuetangX |
| | | | • **[Philippines] Usage and Recognition of MOOCs: The Philippine Experience**<br>**Melinda dela Peña Bandalaria**  Chancellor, University of the Philippines Open University |
| | | | • **[Korea] Case of MOOC Credit Recognition and Transfer**<br>**Shin, Kyung-shik**, Professor, Ewha Womans University |
| 16:20~16:50 | 30' | | Q&A |
| 16:50~17:00 | 10' | | Closing and Photo Session |

## Speakers

### Kim, Jae-yeol

Director of K-MOOC Center,
National Institute for Lifelong Education

### Melinda dela Peña Bandalaria

Chancellor,
University of the Philippines
Open University

### Praweenya Suwannatthachote

Professor,
Chulalongkorn University

### Chao Li

CEO and President,
XuetangX

### Natthakan Iam-on

Professor,
Mae Fah Luang University

### Yoshimi Fukuhara

Executive Director/
Secretary General,
JMOOC

### Shin, Kyung-shik

Professor,
Ewha Womans University

ASEM Network of MOOCs Initiative

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# Report on Progress of ASEM Network of MOOCs Initiative

## ASEM MOOC 네트워크 이니셔티브 추진현황 보고

**김재열**  국가평생교육진흥원 K-MOOC운영센터장
**Kim, Jae-yeol**, Director of K-MOOC Center, National Institute for Lifelong Education

**ABSTRACT**

There has been a rapid upsurge of MOOC platforms, such as Futurelearn (United Kingdom, 2012), FUN (France, 2013), XuetangX (China, 2013), CNMOOC (China 2015), Miriada X (Spain, 2015), JMOOC (Japan, 2013), IndonesiaX (Indonesia, 2015), K-MOOC (Korea, 2015), Malaysia MOOC (Malaysia, 2015), EduOpen (Italy, 2016), ThaiMOOC (Kingdom of Thailand, 2017), and Swayam (India, 2017), in the ASEM region over the past few years.

In order to promote mobility and intercultural understanding based upon connectivity in the ASEM region, Korea's Ministry of Education suggested the formation of the ASEM Network of MOOCs Initiative during the 1st Senior Officials' Meeting (SOM1) for the 6th ASEM Education Ministers' Meeting, which took place in November 2016.

The initiative has four components: a) the ASEM MOOC Stakeholders' Forum, b) co-development of ASEM MOOC content, c) development of quality assurance guidelines for MOOC content through an international comparative study of existing quality-related guidelines, and d) the collection of best practices regarding social recognition and usage of MOOC learning outcomes and other aspects.

## Introduction to Organization

NILE stands for National Institute for Lifelong Education. NILE supports lifelong education in Korea and lifelong learning for members of the public. It represents the national executive organ for lifelong education under the Ministry of Education. With goals to achieve national development and happiness through lifelong learning, Korea strives to promote and activate lifelong learning through the provision of legal and policy grounds and theestablishment of an implementation system.

NILE was established in 2008 based on the National Lifelong Education Policy, as set forth in Article 19 of the Lifelong Education Act. The Lifelong Education Center under the Korea Education Development Institute, Academic Credit Bank Center, and Bachelor's Degree Accreditation Center at National Open University of Korea were integrated into a single institutional body (named NILE) for systematic and comprehensive policy execution in the area of lifelong education at the national level.

NILE was established with a mission to contribute to national happiness and prosperity through implementation of lifelong education policies. NILE's vision is to advance as an institute specializing in lifelong education that opens up the future of Korea as a country of advanced education.

NILE promotes lifelong learning through lifelong learning major schemes and lifelong learning major projects. NILE carries out four lifelong learning major schemes: Academic Credit Bank System, Bachelor's Degree Examination for Self-Education System, Lifelong Learning Account System, and Lifelong Learning Educators. Furthermore, NILE runs nine lifelong learning major projects: Local Lifelong Education System, Adult Literacy Education, Multicultural Education, Universities' Lifelong Education Support System, Parent Education, K-MOOC, MatchUp, Lifelong Education Voucher Support Project, and 'Neulbaeum'(National Lifelong Learning Portal for Learning Anytime, Anywhere).
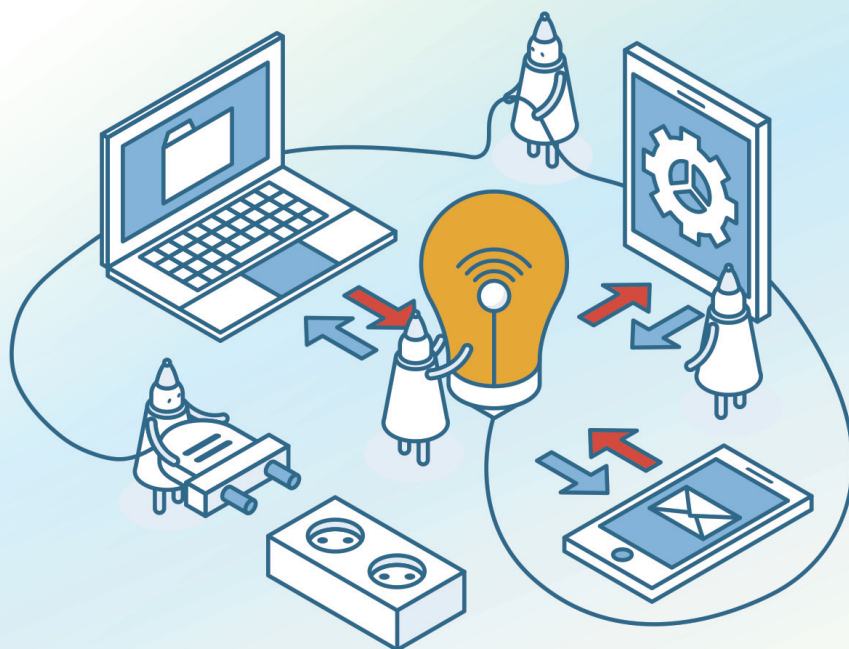
# QA Framework for ASEM MOOCs
## ASEM MOOC 품질보증(QA: Quality Assurance) 체계 개발 보고

**Dr. Praweenya Suwannatthachote**
Professor, Chulalongkorn University

**ABSTRACT**

The question regardingthe quality of MOOC raises the issue of reviewing and developing practices for quality assurance. In July 2017, the Thailand Cyber University Project developed 10 standards of practice in teaching and learning MOOC in order to supportThaiMOOC course development. Some standards and guidelines have beenutilized to ensure the quality of enhancement for MOOC before starting the production phase for the second year of ThaiMOOC. The focus of quality must include input and processing, therefore, online courses for instructors, video production teams, and course administration were developed to ensure the quality of e-instructor and staff readiness.

The Thailand Cyber University Project (TCU) acts as the ThaiMOOC office empowering nine regional university networksin strategic management to significantly boost collaborations between universities. Quality processes of MOOC are related to the input elements, therefore, the managerial responsibility ofa regional university network is the mechanism for input and processing of quality assurance.

To strengthen quality processing, apotential regional university network centers its work on quality agencies and supports course creators from higher education institutions (HEIs) to ensure the quality of MOOC meets10 standards, specifically staff readiness, instructional design, content and learning materials, learner support, and learning assessment. The four dimensions of ThaiMOOC QA are quality of instructor and staff, MOOC course design and development, MOOC course implementation, and MOOC course evaluation.

## CURRICULUM VITAE

**Educational Background**
- Ph.D. in Educational Communication and Technology from Chulalongkorn University, Thailand
- M.Ed. in Audio-Visual Education from Chulalongkorn University, Thailand.
- B.Ed. in Educational Technology from Prince of Songkla University, Thailand

## SHORT BIO

Dr. Praweenya Suwannatthachote is an Assistant Professor in the Faculty of Educationat Chulalongkorn University, in Thailand. Praweenya holds a Ph.D. in Educational Communication and Technology and an M.Ed. in Audio-Visual Education from Chulalongkorn University. She is acommittee member for the academic advisory group of the Thailand Cyber University Project (TCU)under the Office of the Higher Education Commission, Ministry of Education, and has been involved in many TCU projects, particularly as a member of the instructional team for the open learning and online program titled "e-Learning Professional Certificate Program." Her research interests include learning design, integration of technology in teaching and learning, online learning environments, MOOC, and teacher development. Her most recent research is "Standards of Practice in Teaching and Learning MOOCs." [Email: praweenya@gmail.com]

## Introduction to the Organization

The OHEC established the Thailand Cyber University Project (TCU) to create, promote, and support the necessary cooperation among educational institutions in distance education management via Thailand's information network systems in 2005. The main function of the TCU is to act as a single massive portal through which Thai citizens can access e-learning courses from all participating public universities.One of the barriers to teaching in the e-learning mode is the very high cost of courseware development. To facilitate the migration to e-learning, the TCU has established strong cooperation among universities to share curricula, course ware, and content. This method can help universities to save costs by preventing them from creating redundant content. In addition, encouraging the sharing of educational resources is a strategy to minimize the educational quality gap. The TCU has provided funds to major universities to develop quality course ware on popular topics or for in-demand courses. Quality course ware from major universities will be collected in an educational resources repository (the so-called TCU LMS) and shared with all universities (Sombuntham, 2006). In 2014, the TCU initiated the MOOC project and later (in 2016) the ThaiMOOC project was supported as a national MOOC and as one of the strategies to drive Thailand 4.0 policies for a digital society.

# Sharing Experiences on Joint Development: K-MOOC and ThaiMOOC

## K—MOOC − ThaiMOOC간 MOOCs 공동개발 사례

**Dr. Natthakan Iam-on**
Professor, Mae Fah Luang University

**ABSTRACT**

Tourism has always been one of the major driving forces in national and international economic development. To take this industry to the next level, universally accessible education is required to ensure both quantity and quality for human resources working in this field.

MOOC provides an effective alternative to reach this goal and initiated the current joint development between K-MOOC and ThaiMOOC.

This talk summarizes the major activities over the project's timeline, from MOU signing to the delivery of course materials via theThaiMOOC platform. In addition, details of the course design and preparation are exhibited, with important lessons learned throughout the implementation being highlighted and shared.

As such, these best practices regarding work and human resource management may help to improve a conduct for future MOOC projects.

## CURRICULUM VITAE

### Educational Background

- 2007-2011: Ph.D. in Computer Science from the University of Wales (Aberystwyth), UK
  Thesis titled "Link-Based Cluster Ensembles: Theory and Applications" won the Thesis Award 2012
  from the National Research Council of Thailand
- 2002-2004: M.Sc. in Computer Science from Chiang Mai University, Thailand
- 1997-2001: B.Sc. in Computer Science (with Honors), from Chiang Mai University, Thailand

### Work Experience

- 2016-Present: Assistant to the President, Mae Fah Luang University, Chiang Rai, Thailand
- 2015-2016: Assistant Professor, School of Information Technology, Mae Fah Luang University
- 2011-2014: Lecturer, School of Information Technology, Mae Fah Luang University
- 2007-2011: Ph.D. Studentship from the Ministry of Science and Technology, Royal Thai Government.
- 2005-2007: Lecturer, School of Information Technology, Mae Fah Luang University
- 2001-2005: Software Developer (with Oracle DBMS) for KhonKaen University, Airport Authority of
  Thailand (AOT), Rangsit University, with Soft Square 1999 Co., Ltd., Thailand

## SHORT BIO

Dr. NatthakanIam-onis an Assistant Professor at the School of Information Technology, Mae Fah Luang University. She received a Ph.D. in Computer Science from the University of Wales (Aberystwyth) in 2010, funded by the Royal Thai Government. Her Ph.D. work won the Thesis Prize for 2012 from the National Research Council of Thailand. A number of her research projects have been funded by international/ national organizations, such as Newton the Fund, UK STFC, Thailand Research Fund, Ministry of Science and Technology, and Defence Institute of Technology. Natthakan serves as an editor for the International Journal of Data Analysis Techniques and Strategies and as a committee member/reviewer for several venues, such as IEEE SMC, IEEE TKDE, and Machine Learning.

## Introduction to the Organization

Mae Fah Luang University (MFU) was established as a public university under the Royal Charter in 1998. This was initiated to meet the needs of people in the north of Thailand, and to commemorate the gracious contributions of the king's mother, Her Royal Highness Princess Srinagarindra. With around 600 academic staff members (including 60 international staff members), MFU has become Thailand's fastest-growing post-secondary institution, boasting an enrollment of just under 15,000 students.

MFU provides high-quality education services and resources for neighboring countries in the Greater Mekong Subregion (GMS) and reaches out to all of Southeast Asia. In recent years, a nationwide publication-based evaluation of research excellence awarded MFU with the top-rank with respect to citation scores.

# Current Situation and Perspective of JMOOC

## JMOOC 현황 및 전망

**Prof. Yoshimi Fukuhara**
Executive Director/Secretary General, JMOOC

**ABSTRACT**

JMOOC was established on November 1, 2013, as a non-profit organization in order to promote MOOC in Japan. JMOOC is independent from the government in terms of financing. All of the JMOOC budget depends on membership fees. Membership in JMOOC consists of four categories: special members, normal members, associate members and individual members. We currently have five special members, 72 normal members, 13 associate members, and 14 individual members.

So far, JMOOC has delivered 280 courses across four certified platforms: OUJ-MOOC operated by Open University of Japan, gacco by NTT DoCoMo and DoCoMo gacco, OpenLearning, Japan by NetLearning, and Fisdom by Fujitsu.

Total enrollment is about 900,000. Currently, JMOOC is focusing on developing and delivering fundamental courses for business people to meet recurrent educational needs. In this talk, I would like to explain the current situation and future plans of JMOOC.

## CURRICULUM VITAE

### Educational Background

- 1976: B.S. from Keio University, Japan
- 1978: M.S. from Keio University, Japan
- 1999: Doctoral Course at Kyoto University, Japan

### Work Experience

- 2017: Executive Advisor to the President of Meiji University, Japan
- 2014: Executive Director and Secretary General of JMOOC
- 2011: Professor at Meiji University, Japan
- 2008:Board Member for Open Course Ware Consortium
- 2005: Professor at Keio University, Japan

## SHORT BIO

Yoshimi Fukuhara is a professor at Meiji University. Currently, he works as an Executive Advisor to the president on future education utilizing ICT. After receiving his Bachelor's (1976) and Master's (1978) degrees from Keio University in the Faculty of Engineering, he joined NTT (NIPPON TELEGRAPH AND TELEPHONE CORPORATION). He worked for NTT Groups for 26 years, serving as the leader of the educational application project in the laboratory, then serving as Vice President of NTT-X, one of the subsidiary companies serving internet-related businesses. From there, he moved to Keio University in 2004 and then worked at Keio University as professor and a project manager for Keio OCW from 2004 to 2010,as well as Secretary General of Japan OCW Consortium from 2005 to 2014. In 2011, he moved to Meiji University as a professor. He was a director on the board of Open Course Ware Consortium from 2008 to 2012and is now Executive Director and Secretary General of JMOOC, which is a non-profit organization promoting MOOC from Japan. He is President of Asuka Academy, as well, which is an NPO distributing foreign OER, including MIT OCW courses, after their translation into Japanese.

## Introduction to the Organization

JMOOC is a non-profit organization established in November 2013 in order to promote MOOC in Japan. Our finance structure is mainly based on membership fees paid by members consisting of special members, normal members, associate members, and individual members. In JMOOC, we have four certified platforms operated by special member companies, those being NTT DoCoMo, NetLearning, Fujitsu, and Open University of Japan. Since its establishment, JMOOC has delivered a total of about 280 courses with the enrollment of 900,000 students.

In 2014, we set our Mission Statement as below:
JMOOC strongly leads the establishment of MOOC, which enlarges individuals, value created through learning to encompass overall social sharable value through industry-academia cooperation not only in Japan but across Asia.

# Exploring the New Era of MOOC⁺

## MOOC⁺의 새로운 시대 탐색

**Dr. Chao Li**
CEO and President, XuetangX

**ABSTRACT**

XuetangX is the world's first Chinese MOOC platform, launched by Tsinghua University on October 10, 2013. In April 2014, the Chinese Ministry of Education set up its online education research center, and XuetangX became the center's platform for the exchange of research outcomes and applications. In 2017, XuetangX was announced as the third-largest MOOC provider by Class Central. XuetangX now offers over 1,700 courses and has over 14 million registered users.

XuetangX is now exploring a new era of MOOC⁺ to combine traditional MOOC with extra values. MOOC⁺ may turn out to bring new profit models for MOOC providers.

## CURRICULUM VITAE

### Educational Background
- 2018: Ph.D. in Management from Beihang University, China
- 2003: Master of Management Science and Engineering from Beihang University, China
- 2000: Bachelor of Management Information System from Beihang University, China

### Work Experience
- 2017-Present: XuetangX President & CEO
- 2013-2016: JD Group Vice President
- 2011-2013: TripAdvisor VP of Kuxun
- 2003-2011: Travelsky Technology Limited Deputy General Manager of GDS Business

## SHORT BIO

Dr. Chao Liis the President of XuetangX, which is the world's first Chinese MOOC platform.Founded by Tsinghua University, it also provides a platform for research and application of the MOE Research Center for Online Education. Courses from Tsinghua, Fudan, MITx, HarvardX, and many other universities can be taken here. XuetangX aims to provide advanced systematic education to the public while offering the opportunity for every Chinese citizen to enjoy the best education available around the world.

Dr. Chao Lihas held executive positions in three public companies: as Vice General Manager for the Global Distribution System business for Travelsky (HK:696); VP of Kuxun Travel, a meta-search business from TripAdvisor (NASDAQ:TRIP); and Vice President of JD Group (NASDAQ:JD). After experiencing the IPO process on two occasions, he founded Have Fun Technology (Fangxuele), an innovative internet platform offering after-school activities and scenario-based e-commerce services for kids aged 3 to 14 and their parents, demonstrating the great importance Dr. Li attaches to educational development. Dr. Chao Li holds a profound understanding and rich experience in constructing information systems, e-commerce operations, and what is needed to build up a strong connection between education practices and research institutes, such as the School of Psychology at Beijing Normal University. He has emphasized the unity of knowing and doing, and has displayed a strong passion for education innovation with a global vision.

## Introduction to the Organization

XuetangX is China's first global MOOC platform. Founded in October 2013 by Tsinghua University, it also provides a platform for the research and research applications of the MOE Research Center for Online Education. XuetangX is operated by MOOC-CN Information Technology(Beijing) Co., Ltd., and is committed to developing education and becoming a leading global lifelong-learning company.

XuetangX has provided 1,500 courses to more than 14 million learners from 209 countries. These courses are from top-tier universities (e.g. Tsinghua University, Peking University, Stanford University, and MIT) and multinational companies (e.g. Microsoft and Huawei). XuetangX has now grown to become the third-largest MOOC platform in the world, as accounced by Class Central.

XuetangX has launched two smart learning platforms to connect the physical classroom with high-quality educational cloud resources: Rain Classroom and XuetangX Cloud. These provide one-stop solutions for students and teachers.

Under the guidance of the MOE Research Center for Online Education and university experts, XuetangX has been introducing and exporting high-quality educational resources for domestic and international learners.

# Usage and Recognition of MOOCs: The Philippine Experience

## MOOC 사회적 활용 · 인정에 관한 필리핀 사례

**Dr. Melinda dela Peña Bandalaria**
Chancellor, University of the Philippines Open University

**ABSTRACT**

This presentation will focus on the imperatives in offering MOOC in the Philippines, the status of the PhilMOOC initiatives, the challenges encountered, and measures taken to overcome such challenges. Furthermore, the paper will also discuss the strategies employed to facilitate recognition of learning acquired through MOOC, which includes the development of MOOCalong with the content of credit courses, positioning MOOC for greater relevance, especially in the context of continuing professional development for teachers, and improving the quality of education through MOOC as an OER model in a blended teaching and learning strategy. The paper aims into provide insights to other educational institutions situated in a similar context to the Philippines.

## CURRICULUM VITAE

### Educational Background
- 2001: Ph.D. in Development Communication from University of the Philippines Los Baños
- 1995: Master of Science in Development Communication in Animal Science fromUniversity of the
      Philippines Los Baños
- 1982: Bachelor of Science in Agriculture in Agronomy from University of the Philippines Los Baños

### Work Experience
- 2016-Present: Chancellor, University of the Philippines Open University
- 1998-Present: Professor/Faculty, University of the Philippines Open University
- 1995-1998: University Extension Specialist, University of the Philippines Open University
- 1990-1995: University Research Assistant, University of the Philippines Los Baños
- 1988-1990: University Extension Associate, University of the Philippines Los Baños
- 1983-1988: University Research Specialist, Philippine Council for Agriculture and Aquatic Resources
      Research and Development

## SHORT BIO

Dr.Melinda Bandalaria has been teaching and doing research on open distance e-learning (ODeL) for more than 20 years. She has published numerous book chapters and journal articles on open distance e-learning, most of which focus on the use of modern ICT in education, learner support in ODeL, and -- most recently -- Massive Open Online Courses (MOOC).  Current research is on quality assurance for open distance e-learning including MOOC and OER; social mobilization; Corporate/University Social Responsibility (C/USR) communication; and communication for development. Dr. Bandalaria has initiated and spear headed the design and implementation of Massive Open Online Courses at UPOU (and in the Philippines) since 2012. Actively involved in training/capability building and related development initiatives with open distance e-learning as the main strategy and ICT4D and ICT4E as the frameworks, she won the UP GawadPangulo Award in 2017, an award that recognizes public service excellence.

## Introduction to the Organization

UPOU is one of the constituent units of the University of the Philippines System, the only national university in the country.  It was established in 1995 and mandated to democratize access to quality higher education through the distance education mode of delivering instruction.

UPOU has positioned itself as a graduate university, a public service university, and a research university. It offers a total of 30 degree programs, three at the undergraduate level and the rest at the post-baccalaureate level. About 25% of its students are based outside the Philippines in 60 locations across 40 countries. The university started offering its programs online in 2001 and became fully online in 2007.  It started implementing Massive Open Online Courses (MOOC) in 2013 and has since developed and offered 70 courses in various topics.  As part of the university's advocacy for open and inclusive education, it has also been developing open educational resources (OER) and is maintaining an OER repository (http://networks.upou.edu.ph).  Initiatives regarding universal design for learning/universal accessibility of its courses (credits and MOOC) and OER produced by the university were also started in 2018.

UPOU's expertise was also recognized through Philippine Republic Act 10650 (Open Distance Learning Act) where the university was mandated to provide technical expertise to higher education and technical vocational institutions in order to offer their programs in technology enhanced to a fully online mode of delivery.

# Case of MOOC Credit Recognition and Transfer

## MOOCs 학점인정 및 대학 활용 사례

**Dr. Shin, Kyung-shik**

Professor, Ewha Womans University

**ABSTRACT**

Ewha Womans University is a private women's university in Seoul, Korea, and has about 20,000 students (13,000 undergraduate / 7,000 graduate) and 1,000 academic staff members. Ewha was selected for the National Institute for Lifelong Education's K-MOOC pilot project in April 2015. Currently, 12 subjects are being offered through the K-MOOC site. The online content developed by Ewha Womans University is unique in that it was developed for two purposes; the first is for massive open online courses.

Online content developed at Ewha is provided to everyone through the K-MOOC site, supporting the interests and learning of the general public. The second goal is to provide students with liberal arts courses that are given credits at Ewha Womans University. Ewha undergraduate students earn credits by taking online classes through the K-MOOC site.

In order to manage the achievements of students who want to earn credits, Ewha has taken measures to reflect the level of learning required for offline courses in developing online subjects. In addition, the Office of Academic Affairs thoroughly managed the learning outcomes by providing more than two offline lectures and making it mandatory to take offline final exams separately from final exams conducted online.

In the case of theK-MOOC course Fundamentals of Big Data Analytics, more than 6,500 students enrolledin the class in 2017,with 1,550 credit-seeking students among them. Ewha Womans University has been striving for successful operation and utilization of a single set of online content as both an accessible MOOC for everyone and a curriculum course for students at the university.

## CURRICULUM VITAE

**Educational Background**
- 1993-1998: Ph.D. in Management Information Systems from Korea Advanced Institute of Science and Technology, Seoul, Korea
- 1989-1991: M.B.A. from the School of Business and Public Administration at George Washington University, Washington, D.C., USA
- 1985-1989: B.A. from College of Business Administration atYonsei University, Seoul, Korea

**Work Experience**
– Present:
Full Professor, Ewha School of Business, Ewha Womans University
Head of Department of Big Data Analytics
Director of Ewha Center for Knowledge & Information Systems
- 2016: Visiting Scholar, Harvard University
- 2012-2014: Vice President for Planning and Coordination, Ewha Womans University
- 2010-2012: Vice President for Financial Affairs, Ewha Womans University
- 2003: Visiting Scholar, National University of Singapore
- 2002: Visiting Scholar, University of Hong Kong

## SHORT BIO

Shin Kyung-shik is a full professor at the Ewha School of Business, Head of the Department of Big Data Analytics, and Director of the Ewha Center for Knowledge & Information Systems. His research interests cover big data analytics, machine learning, and artificial intelligence applications in the business domain. His works have appeared in such renowned international journals as Journal of Management Information Systems, Decision Support Systems, Information Science, and Expert Systems with Applications, etc. Professor Shin runs an online course called "Fundamentals of Big Data Analytics" on the K-MOOC site and the course was selected as the most popular class among subjects opened on the K-MOOC site in 2017. He graduated from Yonsei University with a Bachelor's Degree in Business Administration, an M.B.A.from George Washington University, and a Ph.D. from Korea Advanced Institute of Science and Technology. He also worked as a visiting professor at Harvard University, National University of Singapore, and University of Hong Kong.

## Introduction to the Organization

Ewha Womans University is a private women's university in Seoul, Korea, founded in 1886. Ewha Womans University traces its roots back to Mary F. Scranton's Ewha Haktang mission school for girls, which opened with a single student on May 31, 1886. The name Ewha, which means 'Pear Blossoms' was bestowed by the Emperor Gojong the following year. The use of 'Womans' carries special meaning. The early founders of the college thought that every woman deserves to be respected; to promote this idea, they highlighted the term 'woman' to avoid lumping students together under the word 'women.'
The school began providing college courses in 1910, and professional courses for women in 1925. Immediately following the liberation of Korea on August 15, 1945, the college received governmental permission to become a university. It thus became the first South Korean university to be officially organized. It is currently the world's largest female educational institute (12 colleges, 70 academic departments, 23,000 students, 1,000 academic staff members) and is one of the most prestigious universities in South Korea.

ASEM Network of MOOCs Initiative

# ASEM MOOC Stakeholders' Forum 2018

Ministry of Education

National Institute for Lifelong Education

# K-MOOC

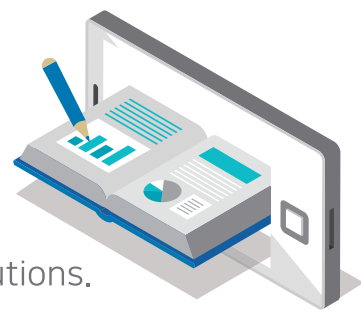## Korean Massive Open Online Course

www.kmooc.kr

**K-MOOC**
Korean Massive Open Online Course

'We invite you to go further with K-MOOC'

# Top-Quality Courses for Your Future

K-MOOC (Korean Massive Open Online Course) offers free online courses from Korea's best universities and institutions.

## K · M O O C

| K orean | M assive | O pen | O nline | C ourse |
|---|---|---|---|---|
| Korean | Unlimited numbers of learners | Open to anyone, free of charge | Learn through the web | Courses designed to help learners achieve their goals |

## Progress of K-MOOC

**2018**
07. K-MOOC series courses launched

**2017**
02. K-MOOC mobile application introduced
04. Partner institutions and subject designated courses selected for 2017

**2016**
04. Partner institutions and subject designated courses selected for 2016

**2015**
10. K-MOOC pilot service launched on

## K-MOOC in the 4th industrial revolution

· High-quality courses in various fields
· Intelligent platiorm for developing individualized learning plans
· Customized curriculum according to business' needs

**K-MOOC**
Korean Massive Open Online Course

### Youth
Accessing online learning materials explore future career opportunities
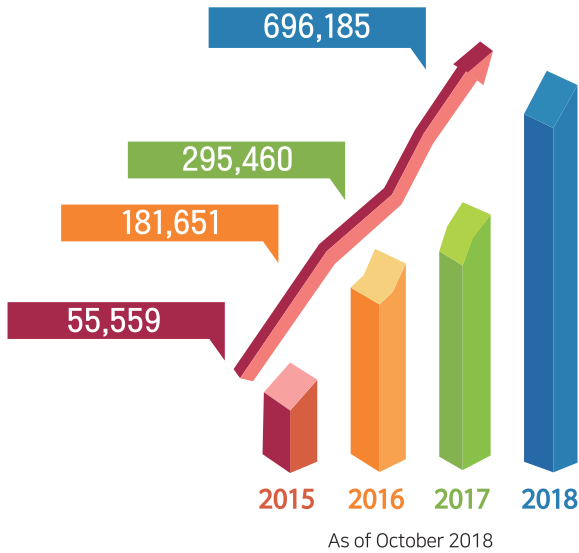
### College Students
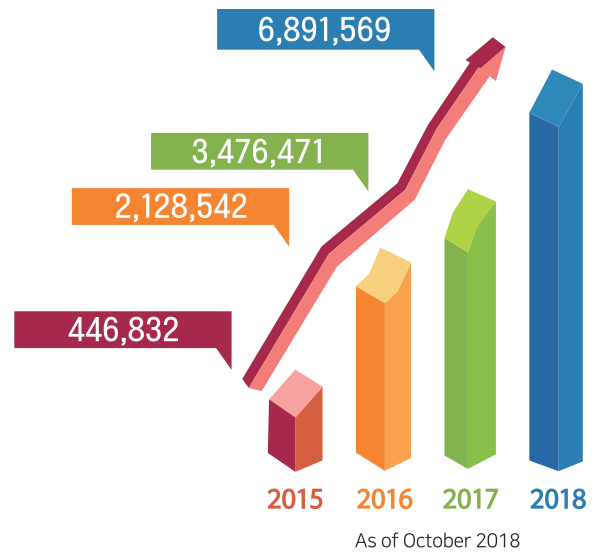As prior learning materials before coming to class, as well as learning supplements to deepen knowledge

### Lifelong Learners
Acquiring the latest trends and up-to-date information according to individual aptitudes and interests.
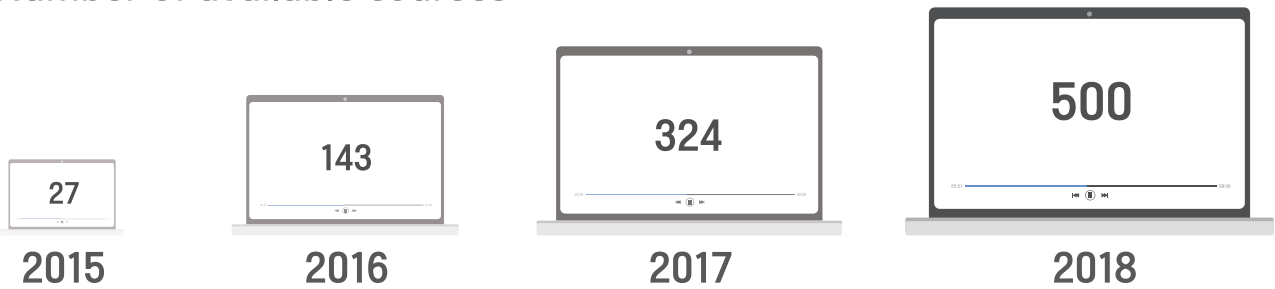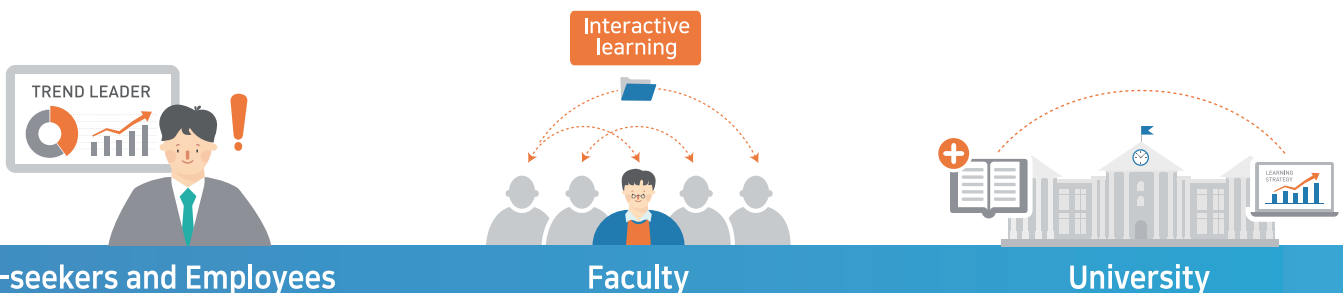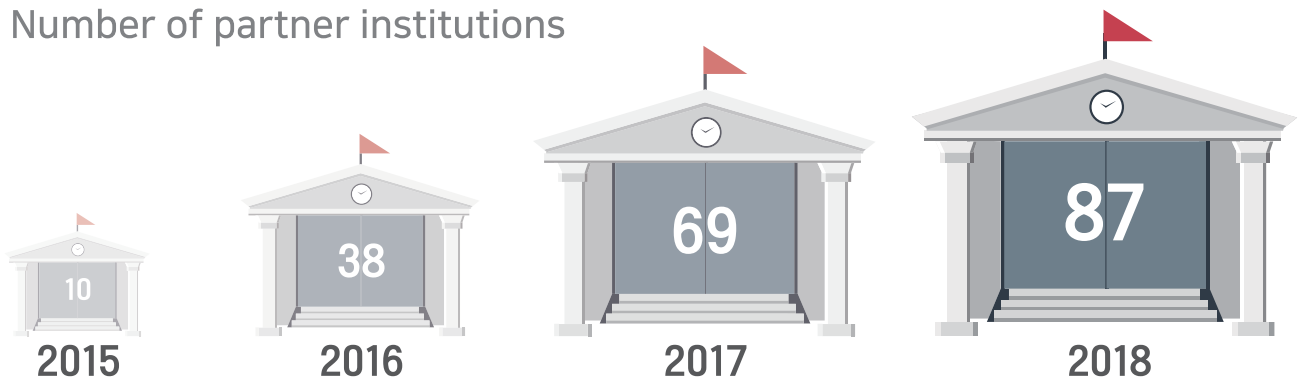
# K-MOOC today in numbers

**K-MOOC**
Korean Massive Open Online Course

## Number of enrolled students
(accumulated)

696,185
295,460
181,651
55,559

2015  2016  2017  2018

As of October 2018

## Number of visitors
(accumulated)

6,891,569
3,476,471
2,128,542
446,832

2015  2016  2017  2018

As of October 2018

## Number of available courses

27
2015

143
2016

324
2017

500
2018

## Number of partner institutions

10
2015

38
2016

69
2017

87
2018

**Interactive learning**

TREND LEADER

### Job-seekers and Employees
Empowering individuals for employment,
discovering new business items,
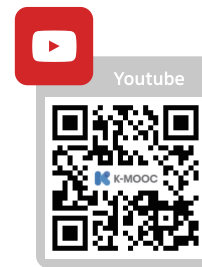and enhancing vocational competency

### Faculty
Diversify class activities through Flipped Learning*
*A reversal of traditional teaching, students are introduced
to the learning materials before class, and classroom time
is then used to deepen understanding through discussions
with peers and problem solving

### University
Development of teaching stategies
by analyzing learning data,
reverse learning, etc, to
promote learning innovations

## 01 Access

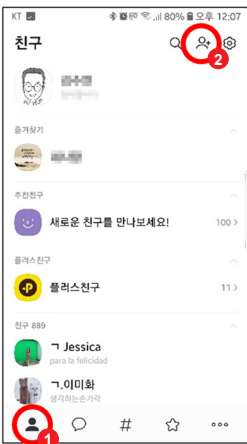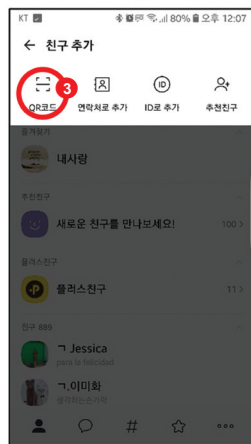Using a PC, go to the K-MOOC website (www.kmooc.kr)

If you are on a mobile, search and download the K-MOOC app through Google play or the App Store

Download on the App Store

ANDROID APP ON Google play

## 02 Create K-MOOC Account

Agree to the Terms and Conditions
Click on Create Account
Enter your personal information

Confirm your email address to activate your account

Log-in

## 03 Course Registration

Find the course you want to take

Click on Register

Take and complete the course

## 04 Receive Certificate

Click on Request a certificate

Click on Request a Certificate

Open and review the information
Click on Print

CERTIFICATE

## Connect with K-MOOC

Naver Blog

Facebook

Kakao Plus Friend

Instagram

Youtube

K-MOOC
Korean Massive Open Online Course

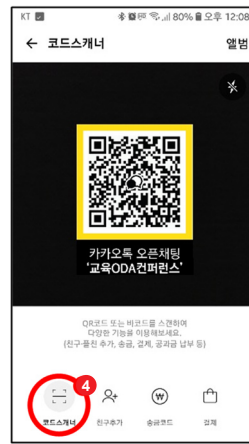**카카오톡 오픈채팅으로 질문을 남겨 주시면 종합토론 시간에 질문 중에 선정해서 답변해 드립니다.**

[카카오톡 오픈채팅]

# ASEM MOOC Stakeholders' Forum 2018

**1** 카톡에서 친구 메뉴로 이동
**2** 친구 추가를 선택한다.
**3** QR코드 메뉴를 선택한다.
**4** 카메라로 QR코드를 스캔한다.
**5** 오픈채팅방으로 이동한다.

**ASEM MOOC Stakeholders' Forum** 를 직접 검색하셔도 됩니다.

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