ASEM Network of MOOCs Initiative Project Leaders` Meeting and

ASEM MOOC Stakeholders' Forum 2018

Executive Summary

1. Overview

- General Objectives :

    ✓ ASEM Network of MOOCs Initiative Project Leaders` Meeting

    ✓ ASEM MOOC Stakeholders' Forum 2018

- Date & Time: 7 November 2018, 10:00 ~ 19:00

- Venue : Grand Walkerhill, Seoul, Korea

- Host : the Ministry of Education, Republic of Korea

- Organization: the National Institute for Lifelong Education, Republic of Korea

- Schedule

Time		Schedule	Venue
AM	10:00~11:30	ASEM Network of MOOCs Initiative Project Leaders` Meeting	4F, Pine Room
	11:30~12:30	Luncheon	Myongwolgwan
PM	13:30~17:30	ASEM MOOC Stakeholders' Forum 2018	4F, Art Hall
	18:00~20:00	Dinner	4F, Pine Room

2. ASEM Network of MOOCs Initiative Project Leaders Meeting

- Meeting Overview

    ● Meeting objectives:

        - Operation direction discussion of ASEM Network of MOOCs Initiative

    ● Date & Time : November 7th (Wednesday) 2018, 10:00~11:30

    ● Venue : Pine Room, Grand Walkerhill, Seoul

    ● Participants: 6 project leaders involved in ASEM MOOC Network Initiative

Projects	Leaders		
	Institution	Participant	Position
Joint development and operation of MOOCs	NILE	Dr. Park, Jong-oh	Executive director
Publication of the best practices of usage and recognition of MOOCs		Dr. Kim, Jae-yeol	Director
ASEM MOOC Stakeholders' Forum		Dr. Lim, Hyunmin	Specialist
Joint development and operation of MOOCs	University of the Philippines Open University	Dr. Melinda Bandalaria	Chancellor
Development of QA guideline for ASEM MOOCs	The Thailand Cyber University (TCU)	Dr. Anuchai Theerarougchaisri	Deputy director of TCU
		Dr. Praseenya Suawannatthachote	Committee member

■ Meeting Content

● The project components in **ANNEX 1** were discussed in an orderly manner. Each project leader reported the development status of his/her project in charge.

① *Joint Development and Operation of ASEM MOOCs Contents.*

The project leader for this component is the University of Philippines Open University. The chancellor of University of the Philippines Open University shared the status regarding the project. According to the project leader`s words, there is not much done since the last meeting. However, she expressed her willingness to continue working on the components of the program. And she expressed her hope for making a more concrete plan of how to proceed with these components of the program. For instance, there is a need for contact point of resource providers to engage them on this. Also, she expressed her hope to make a direction in this meeting. She said resource providers for developing the MOOC content might ask how and where the content will be used (for example, in KMOOC, NILE platforms). For more exchanges, there is a need to discuss with different participants, such as government, platform operation organization, content development organization etc.

Project Implementation Status:

- Joint development

Field	Course-developing institutions	Course	Progress and Schedule
Data Science	Korea Univ.	- Mathematical Fundamentals for Data Science - Machine Learning for Data Science	Two times in 2018: Course 1 in the first half and Course 2 in the second half
	Chulalongkorn Univ.	- Application of Data or The Power of Data Sciences	Pending
Tourism	Jeju National University	Special Interest Tourism(SIT) Marketing	Course will open in December 2018 on K-MOOC.
	DusitThani Univ.- Mae FahLuang Univ.	SIT Management	Under development(Development completion expected before the end of 2018) Upon completion, the course will open on K-MOOC and Thai MOOC before the end of 2018.

- Exchange MOOCs

Platform-operating institution	Course-developing institutions	Course	Progress and Schedule
K-MOOC & FUNMOOC	-	-	Being in the process of course selection
	Jean Moulin Lyon 3 Univ. , France	Francophonie: cultural essence & political necessity	Course will open in Nov. 2018 on K-MOOC
K-MOOC & Xuetang X	Inha University and 12 colleges	14 courses	Courses will open in Dec. 2018 on Xuetang X
	北京语言大学	初级汉语语法	Courses will open in Dec. 2018 at K-MOOC.
		速成汉语语法课程	
		船 Ship	

② *Development of QA Guideline for ASEM MOOCs.*

Dr. Anuchai Theerarougchaisri deputy director of Thailand Cyber University (TCU) and Dr. Praseenya Suawannatthachote the committee member shared about the status of the project component. TCU would like to know how to develop and how to share this task, to make the same plan of how to proceed with this project. They said that there is a need for a common

understanding, common framework and common interest.

The Philippines representative agreed with the opinion of Thailand leaders. In the Philippines, they did research in Asian Association for Development and developed a draft framework based on the perception of different stakeholders in online learning in different universities of Asia. Thus, she suggested referring to the existing framework and refining it instead of starting from scratch.

NILE representative asked whether there are any difficulties experienced in the development of QA guideline in TCU. Thailand representative, Dr. Praseenya Suawannatthachote said that they didn't contact yet resource providers and she doesn't know what they think about the framework that they developed. She said she can make survey questions for them and invite them to come and share and learn together. She said she needs to know who can answer the survey among the resource providers.

③ *The Publication of Best Practices MOOC of Using and Recognition of MOOCs.*

The third component of the project is managed by NILE. Regarding the third project, NILE prepared the survey questionnaire to the resource providers and institutions in ASEM area. Refer to the questionnaire in **ANNEX2**. The questionnaire is to be distributed after the Forum. Every stakeholder shared ideas about the questionnaire. NILE intention is to know the best practices in different countries. The Philippines representative asked whether the book or a paper is intended for publishing. She said with the regard of the fourth question, that it should be more specific. For example: "What is your practice in the development of MOOC. How did you select the best courses? How they sustain the MOOCs initiatives?" Because there is a problem with the sustainability because some of the MOOCs are funded by the government and others are not funded by government and MOOCs cannot depend on the government forever. The chancellor of University of the Philippines Open University mentioned about one more point: the focus of the survey in terms of challenges they encounter. "For example, there might be the same framework how learners look at online courses and from this collectively we can address the challenges." She said there is a need to make KU framework of MOOCs visible for a better quality. For this reason, another survey can be done to ask the perception of ASEM MOOC stakeholders. Moreover, she asked to specify the survey responders.

Thailand representative, Dr. Anuchai Theerarougchaisri mentioned the best practices of course providers, what kind of strategies. The Thailand representative expressed the need for holding more meetings with partners from other countries. He said that at TCU more than 40 universities involved in regional network or hub to share their practices. They can work together to develop more courses and invite the best practice or popular course developers.

The Philippines representative suggested writing every chapter of a book about each ASEM country`s MOOC framework. NILE representative asked how book publishing is supported in the Philippines. For this question, she answered that usually, she prints small amounts of the book to provide for libraries and mostly the books are made available online and not printed.

④ *ASEM MOOC Stakeholders Forum.*

This is the last project component which is also managed by NILE, also is the main and currently discussed component of this Forum in the document. At the end of the meeting, every stakeholder expressed their interest in meeting the resource providers to discuss how to work together on these initiatives.

The Philippines representatives said that there will be constrained on meeting with resource providers and she suggests to make online meetings using tool ZOOM similar to Skype. She said they use it for organizing an hour or two discussions with abroad and the tool records the conversation. Preparing small group discussion involving the different stakeholders takes a lot of time, but technology will help to save time and resources.

NILE suggested hosting the next year forum in the Philippines. However, the Philippines representative said they need to check the financial situation of the university before deciding to host in the Philippines. Thailand representatives agreed on the financial concerns of the hosting the forum in their country also.

Project Implementation Status:

9 – 10 November 2016	Suggestion of the Initiative	1st SOM for ASEMME6 Seoul
6 April 2017	ASEM MOOC Stakeholders' Meeting (as a kick-off meeting for the initiative)	Korean Ministry of Education / NILE
20 November 2017	ASEM MOOC Stakeholders' Forum 2017	Korean Ministry of Education / NILE
	Presentation and endorsement of the Initiative	2nd SOM for ASEMME6 Seoul
07 November 2018	ASEM MOOC Stakeholders' Forum 2018	Korean Ministry of Education / NILE

3. ASEM MOOC Stakeholders` Forum 2018

■ Forum Overview

● Meeting objectives:

- Sharing of best practices related to operation and utilization of MOOC members of ASEM Network of MOOCs Initiative

● Date and time : November 7th (Wednesday) 2018, 14:00~17:00

● Venue : Art Hall, Grand Walkerhill, Seoul

● Participants: 113 international and local MOOC related participants.

- (ASEM Partner Organization) 10 individuals from participating organizations in ASEM MOOC Network Initiative

- (MOOC development and operating organization) Individuals from participating organizations in operations of K-MOOC. 80 international and local MOOC development and operation professionals.

- (Ministry of Education) manager Park Dearim, secretary Jong Gu Yong (head of International Cooperation), manager YooJiwon, secretary Hwang Yonggwan (head of Lifelong Future Department).

- (K-MOOC) Director Yoon Yeogak and 18 staff members.

■ **Structure of the Forum Program**

Time		Program	
13:30~14:00	30'	Registration	
14:00~14:15	15'	Opening Ceremony	• Opening Remarks Yeo-kak Yun President of NILE • Welcoming Remarks Ministry of Education
14:15~15:15	60'	Report on Progress of Initiative	• Report on Progress of ASEM Network of MOOCs Initiative Jae-yeol Kim, Director of K-MOOC Center, National Institute for Lifelong Education
			• QA Framework for ASEM MOOCs PraweenyaSuwannatthachote Professor, Chulalongkorn University
		Members` Case Presentation 1	• [Thailand] Sharing Experiences on Joint Development: K-MOOC and ThaiMOOC NatthakanIam-on Professor, Mae FahLuang University
			• [Japan] Current Situation and Perspective of JMOOC 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+ Chao Li CEO and President, XuetangX
			• [Philippines] Usage and Recognition of MOOCs: The Philippine Experience Melinda dela Pena Bandalaria Chancellor, University of the Philippines Open University
			• [Korea] Case of MOOC Credit Recognition and Transfer Kyung-shik Shin, Professor, EwhaWomans University
16:20~16:50	30'	Q&A	
16:50~17:00	10'	Closing and Photo Session	

■ **Presentation Summary**

Name	Organization/ Position	Summary of Presentation
Kim Jae-yeol	Director of K-MOOC Center, National Institute for Lifelong Education	Implementation Status of ASEM MOOC Initiative and 4 projects explanation.
Melinda dela Peña BNDALARIA	Chancellor, University of the Philippines Open University	MOOC operation status and tasks of Philippines` Open University
Chao Li	CEO and President, XuetangX	Operation status of XeutangX and Accreditation of MOOC Learning Results from College Credit Recognition to Online Degree Course
Yoshimi Fukuhara	Executive Director/Secretary General, JMOOC	Current Situation and Perspective of JMOOC (Plan to develop more than 500 lectures and develop lectures suitable for employees)
PraweenyaSu wannatthachot e	Professor, Chulalongkorn University	Thai MOOC and courses quality inspection process introduction. Comparing Research Guidelines by Country to present future ASEM QA guidelines
NatthakanIam -on	Professor, Mae FahLuang University	MOOC joint development process and status: , Mae FahLuang University and Jeju University
Kyung-Shik SHIN	Professor, EwhaWomans University	EwhaWomans University management policy for credit recognition and transfer

The Forum content is summarized as follows:

① *NILE President - Yun Yeo-kak*

The president of NILE, Dr. Yun Yeo-kak offered welcoming remarks to all the participants and guests attending the 2018 ASEM MOOCStakeholders Forum. The president pointed out the emergence, development, characteristics, and advantages of MOOC. Thus, he suggested discussing the directions for further development with consideration for the target audience, lectures, and methods of operation. He stressed that for this reason, Korean government recognizes the need for exchange cooperation and collaboration in this field by encouraging exchange between scholars, experts and policymakers, as well by sharing best practices and information between regions and countries. Therefore, the ASEM MOOC initiative was undertaken since 2016 as part of an initiative to build the foundation for securing channels capable of achieving sustainable educational collaborations between international regions. Hence, ASEM MOOC Stakeholders Forum gathers MOOC stakeholders from the region and it provides the venue for them to discuss ways to seek collaborative exchanges of MOOC and also discuss standards related to the future development and advancement of MOOC. The president stressed that at Forum 2018, partnering nations were joined to share best practices in the development and operations of a MOOC and discuss the way forward for the MOOC initiative. He closed his speech by wishing everyone to have a valuable idea sharing experience at the Forum.

② *Ministry of Education International Cooperation Affairs – Park Daerim*

Mr. Park Daerim offered the welcoming remarks representing the Ministry of Education. He expressed his gratitude and welcoming to all the representative partners, guests, presenters, and organizers of the 2018 ASEM MOOC Stakeholders Forum. He pointed out the development and the purpose of the ASEM MOOC initiative to promote close cooperation between Asia and Europe in international education area to support the development of future resources. He stressed the challenges that education is facing with the development of 4th industrial evolution and he suggested addressing these challenges through international cooperation. Moreover, he stressed the importance of the hyper-connectivity that we are experiencing now and the ability to collect and process data which is the source of competitiveness. Furthermore, he said that this Forum is meaningful because it helps to explore ways to expand the opportunities for education by closing the gap in information and education and by enabling people to receive high-quality education whenever wherever they want through MOOC which is an open online course platform. He stated that MOOC can overcome the limitation of time and space in this age of 4th industrial revolution hyper-connectivity, knowledge and information. Lastly, he expressed the hope that presentations will contribute to promoting exchanges in the MOOC and ASEM region. He urged ASEM partner countries and organizations for their active support and cooperation for successful implementation of ASEM MOOC initiative and closed expressing his gratitude for all the participants, guests and organizers of the Forum.

③ *KMOOC Director – Kim Jae-yeol*

Dr. Kim Jae-yeol expressed gratitude to all participants of the Forum and presented the progress report of the ASEM network MOOC initiative. First, he started by explaining the emergence of

the MOOCs in different countries, such as UK, France, China, Japan, Indonesia, Korea, Malaysia and Thailand. He said that due to the emergence of MOOCs in ASEM region, there is a need to promote the further exchange and collaboration between MOOC participants. Dr. Kim stated that Korean Ministry proposed the ASEM network of MOOC initiative and there are four major projects under the initiative.

First project is a Stakeholders Forum which was held first last year and this year was opened to the public. The ASEM MOOC Stakeholders Forum is hosted annually and organized by the National Institute for Lifelong Education with the support of Ministry of Education. The Forum aims to facilitate the sharing of information also experiences and knowhow among stakeholders. In 2017, there were 10 stakeholders present and, he expressed his hope to take turns hosting this forum among stakeholders. The second project under the initiative is the joint development of ASEM MOOC contents. He said that by joint development of ASEM MOOC contents the aim is to contribute towards enhancing mutual understanding and regional cooperation through the co-development of ASEM MOOC contents. Universities in ASEM MOOC countries will jointly develop three to four MOOC courses. Already Korean University and Thailand University jointly developed courses on the topic of data science and planning to develop courses on hospitality and tourism. Moreover, Francis Fan and KMOOC are developing courses on language and culture.

Furthermore, the quality assurance guidelines are developing for MOOCs as it was mentioned earlier that the primary goal of this project is to enhance the quality of MOOCs being developed in this region. Another goal is to promote exchange and cooperation of MOOC contents in the region by establishing a framework by way of developing standards. As for each country have their own quality assurance guidelines, so there is a need to come up with minimum criteria or the basic criteria for the quality. So that in the future MOOCs can maintain their contents quality by these minimum standards. The fourth project pertains to collecting good practices of MOOCs and by collecting these practices they will be shared. He expressed his hope that this will foster the collaboration and exchange between MOOC providers in the region. Every project has its designated project leaders, resources and participants. Dr. Kim concluded by expressing his hope for more progress and extension of the list with more collaborators and partners involving in it.

④ *Thailand Chulalongkorn University Professor – Praweenya Suwannatthachote*

Dr. Praweenyapresented the development of MOOC quality assurance that has been conducted for one year. She divided the presentation into three parts. The first part is a Thai MOOC current status. The second part is a Quality Assurance Framework and the last part is the future work. From her words, Thai MOOC is a government level MOOC focused on Thai Universities. Thai MOOC has started since 2016 and received a budget from three ministries. Public URL www.thaimooc.orgof Thai MOOC serves since 2017. Thai MOOC run Thailand Cyber University under the Office of Higher Educational Commission. The platform is utilizing the open EdX with 10 standards. There are 224 courses from seven regional university networks. Seven universities and five other organizations are involved in Thai MOOC. There are 80,700 students registered and 18,766 are with certificates. The quality of Thai MOOC is based on three dimensions. The first dimension is the Thai MOOC TCU. The quality focuses on how to develop and adapt open EdX for Thai people. There are 40 of MOOC platforms for the first quality. The second dimension is the quality of wider and support system from the regional university network. This quality is for monitoring and support of the system that started since one and half year and still Thai MOOC team is working on its improvements. The third dimension that takes part of quality is mostly the creator. The creator is from a higher education institution. They focus on the

quality of MOOC development that comes from the instructor, fraction team, copyrights and etc. Also, quality is analyzed when the MOOC has implemented to the public.

Last year Thai MOOC by TCU developed standards of practice in teaching and learning in MOOCs. The presenter explained how these standards are applied to the phases of MOOC course development. There are four dimensions of Thai MOOC QA that are focused on instructor itself, instructional design development, MOOC course implementation, and MOOC course evaluation. For these frameworks, there are four major factors: content, learning media, assessment, and evaluation.

Dr. Praweenya explained about the QA framework that may be in the future be shared with ASEM network. First is the quality of the instructor and staff. Usually, Thai MOOC gets instructor recommendations from universities. All the instructors should take three courses created to train the instructors about online learning. The next is the design and development. The educational technologists are recommended to work together with the instructor for the stage of design and development. The instructional designer is the main person to mediate between instructor and production team because most of the production teams don't know about the education field. One more part is to ensure the copyrights and creative comment. The next is the quality of MOOC course implementation to make sure it is user-friendly and easy to access. There is also a user support system through e-mail notification. The MOOC evaluation is also there. The teacher should be able to see the students' demographics and behaviors. The last is to make a survey about this MOOC course framework to ASEM initiative network to make sure that all partners have consensus to share and reach the minimum on the quality assurance guidelines.

⑤ *Thailand Professor, Mae FahLuang University - NatthakanIam-on*

Dr. NatthakanIam-on shared her experience on MOOC joint development with KMOOC and Thai MOOC with 10 standards. There are three universities involved in course on tourism. There is one university and one college from Thailand and one university from Korea which is Jeju National University. Dr. NatthakanIam-on explained the project outline, the way how a long-distance relationship is maintained, the course examples and lastly what was learned from the project.

Mae FahLuang University signed a partnership with Thai Cyber University last year and after one month in ASEM MOOC 2017 Mae FahLuang University, TCU and Jeju National University signed the project agreement. The university received support and training from TCU on the development of the MOOC courses. The project started since November, the next meeting between universitiesheld to decide on the topic of the course. The conclusion was that universities decided that the Thai side should develop the course "special interest in tourism management" and Jeju National University will do the same but in the topic of marketing for 30 hours. The course will be in English with Korean and Thai subtitles. Both sides agreed that first students have to take an introduction to the course and then after that, they can choose other courses, such as eco-tourism and cultural health tourism, spas gastronomy and management. After the development and design, the lectures start production from May. On July instructors were trained more about online teaching. After six months the course was uploaded on Thai MOOC platform and it is in the process of evaluation. There are 21 teachers from different universities and there are also staffs for administrative and QA work.

Dr. NatthakanIam-onsaid that they have learned a lot from the project since it was their first times to do this kind of work. There are still things that should be improved and instructors should be trained more. It is not easy to manage the staffs and motivation and communication is very important. Lastly, Dr. NatthakanIam-onfinished presentation by showing the sample course video that was developed by Mae FahLuang University, and she thanked Thai MOOC and KMOOC.

⑥ *JMOOCExecutive Director/Secretary General - Yoshimi Fukuhara*

Dr. Yoshimi Fukuhara presented about the current situation and perspective of JMOOC. JMOOC was launched on November 2013. The establishment was supported by the government, and then by big sponsors, foundations, and organizations. According to Dr. Fukuhara`s words, the entire budget comes from the higher membership. There are 72 regular members among universities and companies and 5,000 in total. There are four course providers: Open University, Indigocom, Iranian company Neteran and Pistam. There are 281 universities in total in JMOOC, most of them are Japanese. The courses are provided mostly for the Japanese public and there are few courses with subtitles. Courses are most of the 27% are in business management fields,the second is field humanity 25%, the third is computer society and programming related course 14%, and some education, teaching, social science and others. Total registrantsare 500,000 in number and total enrolments are 900,000.75% of users have higher degree. Most of the JMOOC clients are businessmen.

The next,Dr. Fukuharaintroduced about course development. MalmorUniversity decided what kind of courses to provide and JMOOC analyzed the users` preference. There are three categories for courses. Category one is the offshore universities of course, category 3 is social learning courses. However, it is difficult to decide what kind of courses to deliver for users. Since 2016 the program for JMOOC course initiative was established to develop the courses. JMOOC found that government requiresthe human resource development and science engineering. Therefore, there was a survey regarding what courses companies prefer. The results indicate coursesin science and engineering. There are 220 courses offered now, but there is more to be developed around 500 to meet learners` needs. Thus, courses mainly for businessmen should be provided according to their three kinds of essential knowledge needs. First is ICT; second is business, such as data science, finance, accounting and marketing; last is literacy.

⑦ *China XuetangX CEO and President - Chao Li*

Dr. Chao Li shared the practice of China and XuetangX MOOC platform and online education areas. He thanked the sponsors and organizers of the Forum and started the presentation. XuetangX just celebrated 5th anniversary. For these five years, MOOC was developed and upgraded to the next generation as MOOC+. Plus means upgrade, practice, certificate, and everything learners need. XueatangX was established by Tsinghua University in 2013 October 10th as the first international MOOC for the Chinese market, providing over 1,000 courses. There are 1,500,000 users registered across the world. Many courses are used in blended learning.

XuetangXCloud is provided for small privacy online courses usage in universities. This is a cloud operating and programming supports for the courses. For the blended learning, during the face-to-face classroom classes, the dashboards are added for teachers to see the students' data in real time. Besides, there is hardware support provided by integrating big data and teaching resources together so we called intelligent smart teaching platform.

The presenter stated that online teaching can be better than face-to-face due to the embedded teaching assistant. Assistant can monitor students' whole process which can check the students` understanding of course through quiz and tests.

The next, presenter stressed the issue of MOOCs sustainability. How can the free learning courses be sustainable? How can the faculties and professors who contribute to the courses be rewarded? The first answer was proposed to add the extra value to traditional MOOCs. The MOOC Plus Online program offers degree programs with the best and highest quality which is good for workers. Also, this is the key leverage for traditional universities. Traditional universities are limited by teaching resources and classrooms, thus difficult to provide education services to society. MOOC can address these limitations with its intelligent teaching system to provide high-quality educational resources for the degree programs. The second level is providing MOOC+ to universities and educators can connect students to industry. There are 2600 universities that lack teaching resources and MOOC can provide them with high-quality courses. Students visit main industries to receive the training, such as IA companies, Microsoft, Alibaba, and Amazon. Also, in Tsinghua University MOOC Plus online degree programs offering 5 master's degree programs through XuetangX. Lastly, the CEO of XuetangX finalized his presentation with the hope that XuetangX will exchange courses and ideas to contribute in the future.

⑧ *University of the Philippines Open University Chancellor - Melinda dela Peña Bandalaria*

Dr. Melinda dela Peña Bandalaria shared the Philippines MOOC practice. The chancellor started with an introduction about the Open University. The Open University is established in 1995 as a national university mainly focused on research and graduate degrees. Since the beginning university was offering distance programs, and from 2001 university started translating programs into online mode and became a fully online university in 2007 with students from 70 countries. The MOOCs implementation started since 2013 mandated by country law to assist for higher technical education and taking mandate being in charge association for 60 open universities. These are the programs being offered: 26 graduate master degrees, 2 doctoral degrees, and 73 MOOCs being offered on business and analytics.

According to the chancellor, the university acts as public and national university at the same time. She listed the imperatives and educational agenda for 2030. It is predicted that by 2030 there will be more than 400 million students enrolled in higher education, so there is a need to meet this demand and this is an opportunity for MOOCs. Since the Philippines population by this time will reach 105 million where MOOCs can offer lifelong learning programs. There are parts that are not addressed with the formal education system, as well as there is also that space wherein there is a need for continuing professional developments, especially for the teachers. Thus, MOOCs can address these spaces. Chancellor said that the enrolled students don't get to graduate all due to the dropouts, thus the number of college graduates decrease. Here too, MOOCs will be able to adjust their needs. Moreover, there are 2.2 million Filipinos taking courses which can provide reskilling opportunities for them. She expressed her hope that these citizens in overseas will come back to their country and can integrate into the economic and production system of the country.

With the breaking of 4.0 and soon 5.0 the world for work changed with machines, equipment, and big data. MOOCs can respond to these changes in the industry. With the imperative of university developing the MOOCs, there is a need for teachers training and MOOCs can provide

training for free. For the students in conventional universities, there is flipped classroom provided where they can enroll and cover their three-unit loan or credit, and teachers can assess and facilitate them on that.

The next imperative is the role of education in attaining the 16 other sequences of sustainable development. One of the strategies of the development in education can be shaped with MOOC. The last imperative is a leadership of the university under the law of the government in the development of open distance learning where the university focuses on the development of the MOOCs. Chancellor presented the MOOC platform and gave some explanations. The university MOOC platform now offers the certificates for administrators, teachers and technology personnel, for this reason, there are appropriate courses offered for them. There is child rights protection and promotion developed with UNESCO. There are new certifications and courses on the business field with increasing enrollments with MOOC recognition for educational institutions. There is some partnership with industries to provide training and certification.

Furthermore, the Philippines also a part of the originality initiatives for the national MOOCs portal. Thus, there is a lending for the portal of national MOOCs, research, quality assurance for MOOCs, and perception of different stakeholders. However, she mentioned that recognition of a certificate is still a problem in the Philippines. Also, there is still a problem for internet and digital access that needs to be addressed for MOOCs` accessibility. The chancellor closed her presentation with the hope that many above mentioned issues will be addressed in a near future and MOOCs will open up more possibilities for learners.

⑨ *Korea EwhaWomans University Professor - Shin Kyung-sik*

Dr. Shin Kyung-sik presented about his experience developing KMOOC courses. In EwhaWomans University liberal art courses are provided through KMOOC as well as in university portal (LMS) Cyber Campus with the credit recognition. The university history goes back to 1886 and it is about 160 years since the establishment. It is the world`s largest female educational institute with 20,000 students and 1,100 staffs. One of the special features of the university that there is a separate department for educational technology, thus university has expertise in the field of online education which started in 1998. Starting from 2000 the university operated and developed various online courses and in particular since 2015 university was designated as a partner for K-MOOC leading a research in online education. There are 12 courses developed in university MOOC platform that passed the selective process.   Dr. Shin presented the table of courses currently offered and explained that usually four courses are developed each year and courses are posted on KMOOC platform first for the quality assessment and only after are recognized for a credit through university LMS. According to statistics, as of 2017, around 20,000 students took MOOC courses. Currently, combining fall and spring semesters about 3,800 students earned the credits for MOOC courses which are 20% of total enrolled students.

Dr. Shin introduced the policy for credit recognition that he stressed out as an advantage for universities. According to his explanation, the courses are not graded conventionally as A, B, C, D, but as pass and fail, and provided for 15 weeks in line with the semester. Courses are offered for 30 minutes in the form of a video which is equivalent for 50 minutes offline covering a lot of materials. Plus the activities which make in total 150 minutes per week with a minimum of 90

minutes. There are also compulsory offline courses and offline examination taken at the end for the reasons of quality assurance. There are about 5 to 10 poorly performing students on course completion evaluation exam. The suggestion is in developing MOOCs credit earning program, there is a need for some sort of offline interactions to make sure that the students actually took the course. It is quite surprising that these 2 time offline classes are very important. For example, meeting a professor once makes students participate more actively in communication boards or communication with the professor is improved.

Dr. Shin shared his experience of teaching online courses. He is leading course with title "Fundamentals of Big Data: Concept Techniques and Practices", as recently big data, artificial intelligence are an important topic. MOOC courses require at least understanding of high school graduate; however, as it is offered at university it should also be more challenging. Since big data is a combination of information technology, statistics, sociology, and business management, all these subjects should be incorporated. Moreover, world changes in technology should be reflected up to date and create content for broad public understanding. MOOC Center provides the guidelines in developing the course, thus, courses should all include a lot of activities, such as quizzes, forums, assignments, and midterm/final exams. The important thing is the motivation of students to complete the course and now the completion rate is about 30%. It is hard to understand for students the content only provided online. Therefore, there are practical activities involved through M.O.U. with IBM enabling students to download and use soft wares applying and understanding more the course contents.

The online course was designed with 3 phases that students should accomplish in order to get recognition for a credit. For example, for completion of MOOC online courses students receive 50 points, for off-line classes 15% and for off-line examination 35%. This system is developed and designed with the MOOC center guidance and professional developers. Thus, the student is eligible for a credit only if he/she was involved in all of these above mentioned-activities. There are 6,500 people enrolled in 2017, the age range is 15 the youngest and 70 the eldest. The student involvement was very high, especially during off-line lecture participants asked so many questions. However, due to the mandatory completion criteria, only 31.5 percent fully was able to complete the course. The completion rate is still high because many students are not interested in completing rather they extract only parts that they are interested in. From the KMOOC platform, it can be seen that even PhDs with 200 in number are enrolled in the program because this is a new era. The course is customizable for learners as they can choose which module to take starting from the fundamental modules and moving next. Especially for statistics, it is important first for students with different background to understand the basics which are not easy to put into one course. Lastly, Dr. Shin concluded his presentation by emphasizing on the effectiveness of blended courses for students.

ANNEX 1

Partners Involved in the Projects

The survey was conducted to determine role & responsibility of ASEM MOOCs network institutes (countries) on four MOOC projects. The result of the survey was shared as follows:

Component	Level of Engagement		
	Project Leader	**Resource Provider**	**Observer**
Joint Development and Operation of ASEM MOOCs Contents	• University of Philippines Open University (Philippines) • NILE (ROK)	• Flemish Community of Belgium (Belgium) • Universiti Brunei Darussalam (Brunei Darussalam) • FUN-MOOC Network (France) • Malaysia MOOC Working Committee (Malaysia)	• DAAD(Germany) • Department of Higher Education (Myanmar) • French Embassy (France) • Commission on Higher Education (Philippines) • European Commission • XuetangX(China)
Development of QA Guideline for ASEM MOOCs	• TCU(Thailand) • XuetangX(China)	• Malaysian Qualification Agency (Malaysia) • Malaysia MOOC Working Committee (Malaysia) • Flemish Community of Belgium (Belgium) • Universiti Brunei Darussalam (Brunei Darussalam) • FUN-MOOC Network (France)	• DAAD (Germany) • Department of Higher Education (Myanmar) • French Embassy (France) • European Commission
Publication of the Best Practices of Usage and Recognition of MOOCs	• NILE (ROK)	• Malaysia MOOC Working Committee (Malaysia) • Flemish Community of Belgium (Belgium)	• DAAD (Germany) • Department of Higher Education (Myanmar) • Universiti Brunei Darussalam (Brunei Darussalam) • French Embassy (France) • European Commission
ASEM MOOC Stakeholders' Forum	• NILE (ROK)	• Malaysian Qualification Agency (Malaysia) • Malaysia MOOC Working Committee (Malaysia) • Flemish Community of Belgium (Belgium) • Universiti Brunei Darussalam (Brunei Darussalam)	• DAAD (Germany) • Department of Higher Education (Myanmar) • French Embassy (France) • European Commission

* Note: Partners indicated in red are joined in 2018. Newly joined partner JMOOC is not yet indicated above.

ANNEX 2

The Best Practice Survey Questionnaire

(Platform-operating institutions)

1. Person in charge

Affiliation		Job Title	
Name		Email	
		Telephone	

2. Institution and platform-operating MOOCs

Institution	Name	
	Date of the establishment	
	Type of institution	Government-affiliated organization University-affiliated organization Non-profit institutions
	Invested by	Government (%) University (%) Private enterprise (%) Others (%)
Platform-operating MOOCs	Name	
	Date of Launch	
	Total no. of staff	
	Major service targets and objectives	

	Platform to power courses	
	Total no. of Users	
	Total No. of course-developing partners	
	Operational Strategy Examples that include 1) teaching and learning tools, 2) profit models, 3) international cooperation, collaborations with partnering institutions, 4) the ways to sustain the MOOCs initiatives etc.	
	Challenges	
	Selection of best course Criteria for selecting best courses, the ways to support them, etc.	

3. Course

	Total No. of Courses	
	Art & Design	
	Humanities	
	Social Science	
	Business & Economics	
Number of Courses in a Subject Area	Education & Teaching	
	Engineering	
	Science	
	Health & Medicine	
	Language	
	Computer Science	
	Data Science	
Total no. of series courses		

4. Best practices for courses

Course Overview	Course Name and Subject Area		
	Course Objectives and Content		
	Operating Institution		
	Course Managed by	Teaching Professor name	
		Teaching Assistant name	
		Other Managers name	

	Total Number of Weeks	
	Course Period	
	Course URL	
Course Performance	Total no. of Course Applicants	
	Total no. of Completing Students	
Strengths	Teaching-learning strategies, number of students in the course, completion rate, practical benefits of the course, etc.	

ANNEX 3

Photo Session

Photo 1: Project Leader Meeting. From the left Dr. Hyunmin Lim (KMOOC Center, NILE), Dr. Melinda dela Peña Bandalaria (Chancellor, Philippines Open University), Dr. Jong-oh Park (Head of Future Strategy Division, NILE), Dr. Anuchai Theerarougchaisri (Deputy Director of TCU, Thailand), Dr. Praweenya Suwannatthachote (Committee member in TCU), Dr. Jae-yeol Kim (Director of KMOOC Center, NILE).

Photo 2: Forum. From the left Kyung-Shik Shin (Professor, EwhaWomans University), Praweenya Suwannatthachote (Professor, Chulalongkorn University), Dr. Melinda dela Peña Bandalaria (Chancellor, University of the Philippines Open University), Dr. Yeo-kak Yun (President, NILE), Dr. Natthakan Iam-on (Professor, Mae FahLuang University), Dr. Chao Li (CEO and President, XuetangX), Dr. Yoshimi Fukuhara (Executive Director/Secretary General, JMOOC), Dr. Jae-yeol Kim (Director of KMOOC Center, NILE).

Photo 3: Speakers and Stakeholders.

Photo 4: Dr. Yeo-kak Yun, President, NILE

Photo 5: Dr. Daerim Park, Ministry of Education International Cooperation Affairs,

Photo 6: Dr. Jae-yeol Kim, KMOOC Center Director, NILE

Photo 7: Dr. PraweenyaSuwannatthachote, Chulalongkorn University, Thailand

Photo 8: Dr. NatthakanIam-on, Mae FahLuang University Professor, Thailand

Photo 9: Dr. Yoshimi Fukuhara, JMOOC Executive Director/Secretary General, Japan

Photo 10: Dr. Chao Li CEO and President, XuetangX

Photo 11: Dr. Melinda dela Peña Bandalaria Chancellor, University of the Philippines Open University

Photo 12: Dr. Kyong-shik Shin, EwhaWomans University, South Korea