



Lifelong Learning Through MOOC: The Pride; The Promise; and as the Norm for the Learning of the Future

Melinda dela Peña Bandalaria, PhD
Chancellor and Professor
University of the Philippines Open University

14 December 2020
ASEM Stakeholders Forum

The Context of MOOC Offering

- Established in 1995 as a constituent unit of the only national university in the Philippines
 - Public service as one of the major functions
 - Help other educational institutions (RA9500)
- Became fully online in 2007
- Started offering MOOCs in 2013
- MOOC has become a framework for public service; a focus of research; a component of instruction



RA10650 (Open Distance Learning Law)
- Mandated to assist other HEIs so they can offer their programs and courses in the technology-enhanced/technology-enabled mode of instructional delivery

MOOCs Journey

- **2011:**
 - conceptualization stage; inspired by keynote message in a global conference; positioning MOOC under the Public Service function of the University
- **2012**
 - Implementation of the uLearn project with the objective of developing and offering MOOCs;
 - @ral platform (powered by moodle)
- **2013:**
 - First MOOC was offered (Introduction to Mobile Application Development using the Android Platform)
 - Provided the MOOC model of addressing specific needs/skills development and partnering with the industry for MOOCs initiative
- **2014:**
 - The learning platform was changed to model (Massive Open Distance eLearning); use of open access resources (OERs)
- **2016:**
 - Started offering MOOC Certification Programs (3-4 related MOOCs)



About UPOU

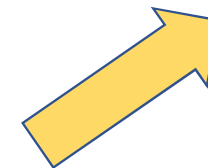
The University of the Philippines - Open University (UPOU) pioneered in online teaching and learning and continues to play a leading role in the study

Universal Accessibility

The courses are designed to cater to different learning styles. Choose the format that suits you.

Quality MOOCs

With UPOU's brand of MOOC, you are assured of free, relevant, quality courses.



To Date



Examples:

MOOC categories & certification series

- ▶ UPOU-CHED Training No. 1 - Training on Flexible Teaching and Learning
 - ▶ UPOU-CHED Training No. 2 - Training of Teacher-Trainers on Flexible Teaching and Learning in the New Normal
 - ▶ Quick Guide on How to Convert your Courses Online
 - ▶ Executive Course on Remote Teaching and Learning
 - ▶ Technology for Teaching and Learning
 - ▶ ODeL Teacher Accreditation
 - ▶ Oral Communication and Conversational Fluency
 - ▶ ASEAN Studies
 - ▶ Business Analytics
 - ▶ Child Rights Protection and Promotion
-

MOOC: The Pride

- Alignment with SDGs:
 - SDG#4 (Education Agenda 2030);
 - open education as central to the attainment of other SDGs
- An enabling framework for state-funded universities to perform their mandates: public service
- A platform for more inclusive learning to accommodate the marginalized sectors and the differently abled individuals through UDL integration
- A platform for research to push the frontier of the open education advocacy
- Impact to the MOOC-provider
 - image-building as marketing strategy for enrollment and increased funding support/resources
 - Impact ranking for universities



Impact Rankings 2020

The Times Higher Education Impact Rankings are the only global performance tables that assess universities against the United Nations' Sustainable Development Goals (SDGs). We use carefully calibrated indicators to provide comprehensive and balanced comparisons across three broad areas: research, outreach and stewardship.

This second edition includes 798 universities from 85 countries.

[View the Impact Rankings 2020 methodology](#)

The list is once again led by New Zealand's University of Auckland, while three Australian universities complete the rest of the top four: University of Sydney, Western Sydney University and La Trobe University.

Japan is the most represented nation in the table with 63 institutions, followed by Russia with 47 and Turkey with 37.

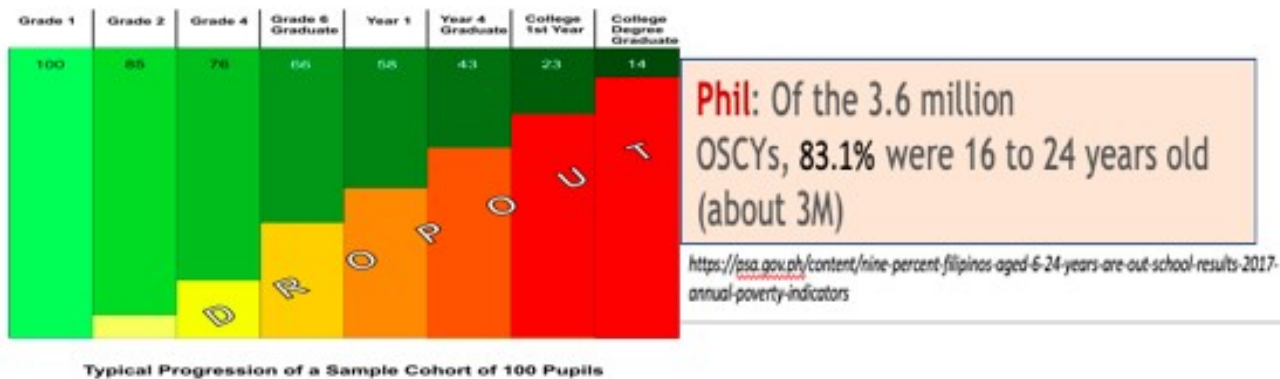


2020

[How to get your uni ranked](#)

MOOC: The Promise

1. Learning opportunities for Out-of-school Youth



“Contextualized responses for various types of learners to address specific concerns”

MOOC: The Promise

2. Upskilling/Reskilling of Overseas Filipino Workers

Total Number of OFWs Estimated at 2.2 Million

June 4, 2020

<https://psa.gov.ph/statistics/survey/labor-force/sof-index>

3. Response to and Shaping Industrial Revolutions

Skills mismatch: gap between what employers demand vs. what education provides

7/10

people are currently in jobs where the future of their career, profession, or industry is uncertain.

the average number of jobs in a lifetime is 12

<https://www.thebalancecareers.com/how-often-do-people-change-jobs-2060467>

MOOC: The Promise

4. Gig learning for gig economy

- Gig economy is the new normal in the workplace
- a phenomenon defined by [a rise in independent or contracted work](#).
- in the Asia Pacific region alone, 84% of hiring managers outsource to gig workers.
- Gig learning (through MOOCs) for gig economy workers

5. Continuing Professional Development for Teachers

6. Strategic response to the Paris Message

7. Education Agenda 2030 (SDG#4)

8. Quality content for quality education

9. Contribute to the achievement of SDGs

Comparison of pre-COVID and during COVID MOOC

MOOCs Pre-COVID 19 (2017- early2020)



MOOCs During the time of COVID-19 Pandemic

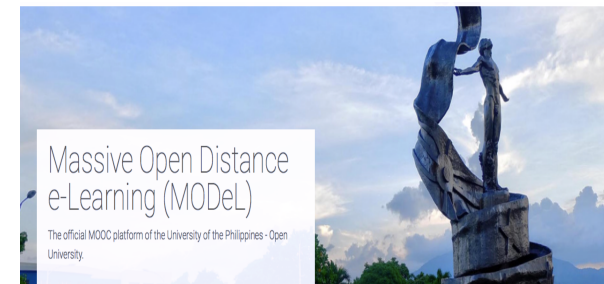
Initiative	Period	# MOOCs Offered	# of MOOC Participants
Quick Guide on How to Convert your Classes Online	13 March-29 April	7	8,817
Technology for Teaching and Learning	10 March-20 June	3	5,355
Executive Course on Remote Teaching and Learning	25-29 May	3	7,256
Flexible Teaching and Learning: Seamless Shift	11-30 Sept	4	2,609
Flexible Teaching and Learning in the New Normal	11Sept-25Oct	4	1,134
Teaching and Learning for the Education of the Future	23Sept-15Oct	3	583

Title of Course/MOOC	Number of Offerings	Total Enrollment
CP_ODeL101	6	466
Strategic Planning and Management for ODeL	6	209
Designing Learning in ODeL	6	437
Course Materials Development in ODeL	7	513
Blended Teaching and Learning Using OERs	2	128
Technologies in ODeL	4	323
Assessment in ODeL	7	371
Learner Support in ODeL	4	113
Quality Assurance in ODeL	6	228

MOOCs as OERs in Teacher Training Programs

Flipped online learning

- The Trainer/University/organization will develop a Training Program (content; assessment; certification)
- The MOOCs being offered by UPOU will provide the content
- The tutor/University/Trainer will assess the learning (also provide relevant learner support)



About UPOU

The University of the Philippines - Open University (UPOU) pioneered in online teaching and learning and continues to play a leading role in the study

Universal Accessibility

The courses are designed to cater to different learning styles. Choose the format that suits you.

Quality MOOCs

With UPOU's brand of MOOC, you are assured of free, relevant, quality courses.

What the university did was to train the trainers



MOOC in the Future of Learning

Learning in the Future

There is a record-breaking demand for online education during the last few months. This demand is coming from a combination of learners who are scrambling to adapt to the new, remote world of work, and from academic institutions who can no longer educate their learners via in-person modalities. "COVID-19 marks an inflection point in the adoption of online learning, and this promises to have many positive downstream educational, social, and economic benefits."

<https://www.cmswire.com/learning-development/why-remote-learning-and-online-learning-are-not-the-same/>

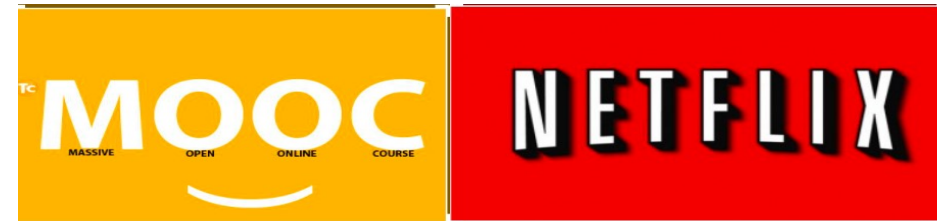
Bringing the gains from the experience during the COVID-19 pandemic to conventional teaching (teacher training and infrastructure investment; new business models for universities)

MOOC in the Future of Learning: 9 Possibilities

1. A Netflix type of learning as LLL opportunities; learning by subscription (a new business model)

2. Strengthened through AI and Analytics-driven strategies to deal with massive enrollment and ensure quality

- using machine learning to automatically grade assignments and deliver adaptive content and assessments.
- reduces faculty labor to scale programs to thousands of students at a discounted cost



universities need to invest more heavily in producing compelling online content — not just videotaping professors lecturing. The dirty secret behind online all of the education platforms that are generating the [creative chaos around online education](#) is that they are not providing an online education at all, but rather educational content in a structured format. If that's the case, what can online education learn from the current revolution in content distribution (such as Netflix)?

<https://www.techchange.org/2013/05/23/why-kevin-spacey-and-netflix-will-save-online-learning/>



MOOC in the Future of Learning; 9 Possibilities

3. MOOCs as OERs in blended learning

- Reduced faculty work load
- Increased demand for learning designer
- eased-up on the number of teachers required/room requirements
- enable universities to accommodate more students and respond to the projected number of students who will require higher education by 2030 (414 million as per Paris Message – a projection without the impact of COVID-19 yet)

Excerpt from the Paris Message

The number of students enrolled in higher education is forecast to rise to over 414 million in 2030. There is a need to respond to the scale and urgency of demand for accessible, affordable and quality higher education.

Open and flexible education represents a core range of strategies within a variety of contexts and capacitates higher education to provide routes for student success delivering large-scale and cost-effective pathways for certificates, diplomas, degrees, and higher level qualifications, and a range of non-formal learning activities such as massive open online courses (MOOCs)

The initiatives have to be supported by robust quality assurance and regulation.

<https://www.icde.org/paris-message>



MOOC in the Future of Learning: 9 Possibilities

4. Gig Certification through MOOCs

- specialized skills to respond to specific needs of the industry; to be aligned with the fast changing world of work/4th-5th Industrial Revolutions

5. Stackable credits from MOOCs

- certification-for-fee as a business model; assessment for credit units of academic institutions; 3rd party service

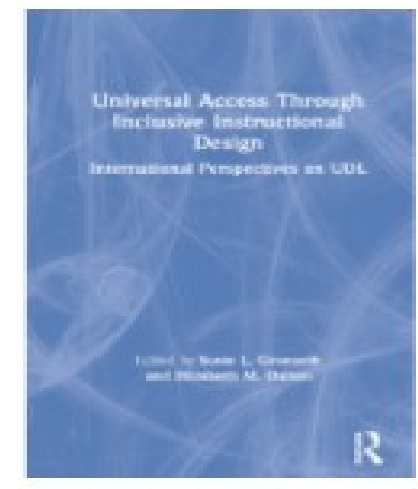
6. Strong Platform for academe-industry partnership

- provide current and emerging manpower needs of the industry

- Gig economy is the new normal in the workplace
- a phenomenon defined by [a rise in independent or contracted work](#).
- in the Asia Pacific region alone, 84% of hiring managers outsource to gig workers.
- Gig learning (through MOOCs) for gig economy workers

MOOC in the Future of Learning: 9 Possibilities

7. Platform for inclusive education: integration of UDL
8. A mechanism to provide flexibility to respond to major disruptions in education like the COVID-19 pandemic
9. Quest/demand for QA for MOOCs: the reputation of the MOOC provider as a key determinant of MOOC quality



Thank you!

mbandalaria@up.edu.ph
mbandalaria@upou.edu.ph

UNIVERSITY
OF THE FUTURE

