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)

To Date
Examples:

- UPOU-CHED Training No. 1 - Training on Flexible Teaching and Learning
- UPOU-CHED Training No. 2 - Training of Teacher-Trainees 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
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

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

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

<table>
<thead>
<tr>
<th>5. Continuing Professional Development for Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Strategic response to the Paris Message</td>
</tr>
<tr>
<td>7. Education Agenda 2030 (SDG#4)</td>
</tr>
<tr>
<td>8. Quality content for quality education</td>
</tr>
<tr>
<td>9. Contribute to the achievement of SDGs</td>
</tr>
</tbody>
</table>
MOOC: The New Norm of Reality

• Role in teaching and learning in the time of the COVID-19 pandemic for massive training of teachers when F2F training is not feasible and academic institutions were forced to embrace online learning

Our Current Context:
• Educational Institutions were forced to embrace online distance learning
• The sudden shift to online distance learning did not give teachers/educational institutions enough time to make the necessary preparations
• Open universities were called upon to help other academic institutions
Comparison of pre-COVID and during COVID MOOCs

**MOOCs During the time of COVID-19 Pandemic**

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

**MOOCs Pre-COVID 19 (2017-early2020)**

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

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/
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/
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
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
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!

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