

# *MOOCs for Development: the COL Experience*

*Professor Asha Kanwar*

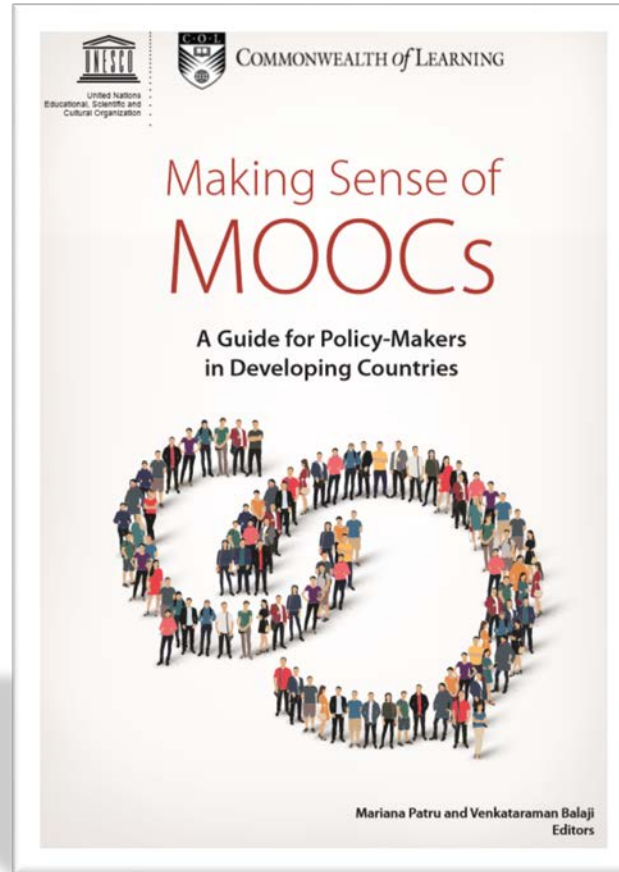
*President and CEO, Commonwealth of Learning (COL)*

*16 June 2016*

# ***Making Sense of MOOCs***



**Mariana Patru**  
**UNESCO**



**V. Bajalji**  
**COL**



Copyright Commonwealth Secretariat

# Commonwealth Heads of Government Meeting Vancouver, 1987



# *What is it for?*

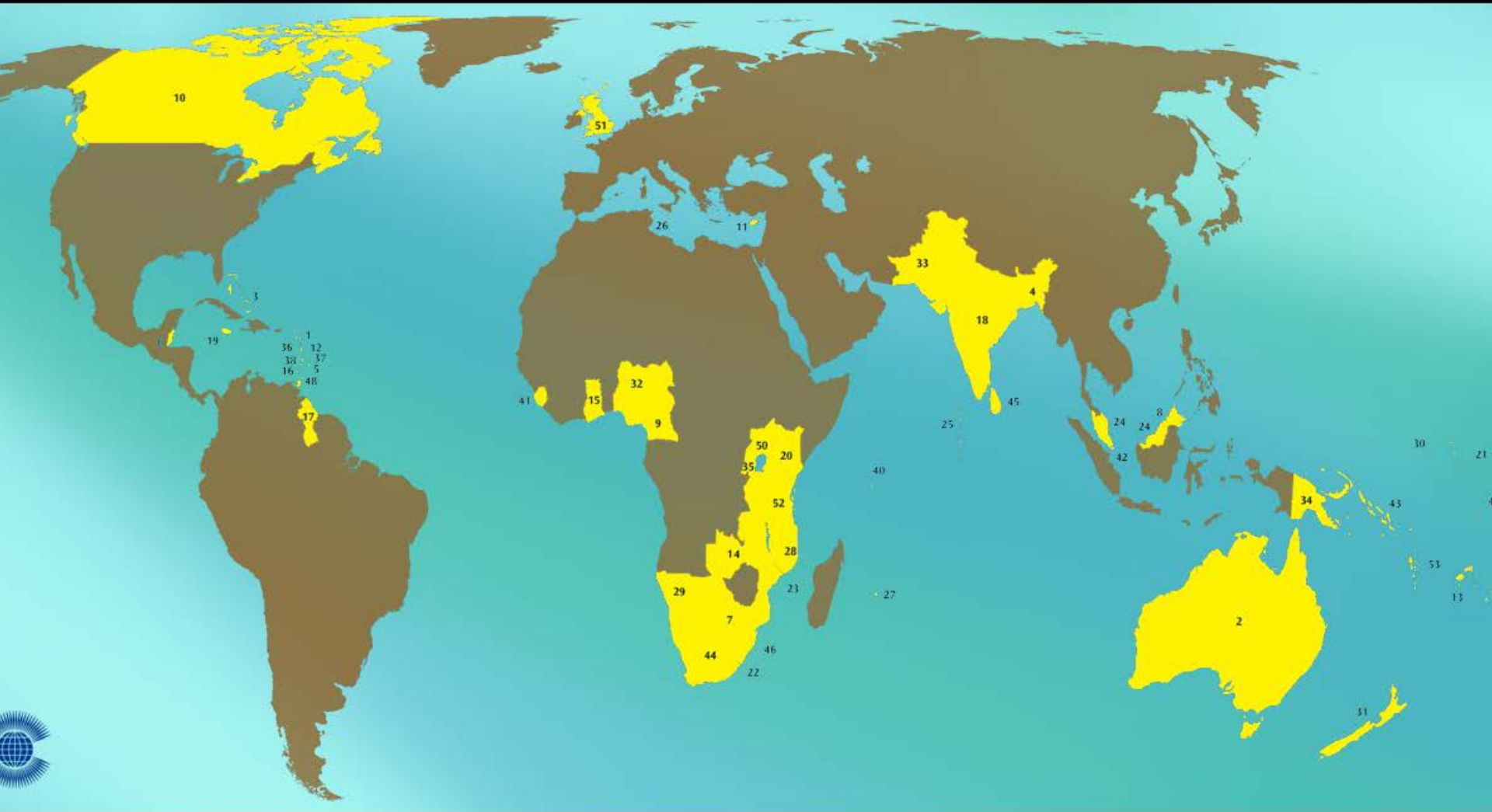


To help Commonwealth governments and institutions use various technologies to improve access to learning in support of development.



*Context*

# The Commonwealth

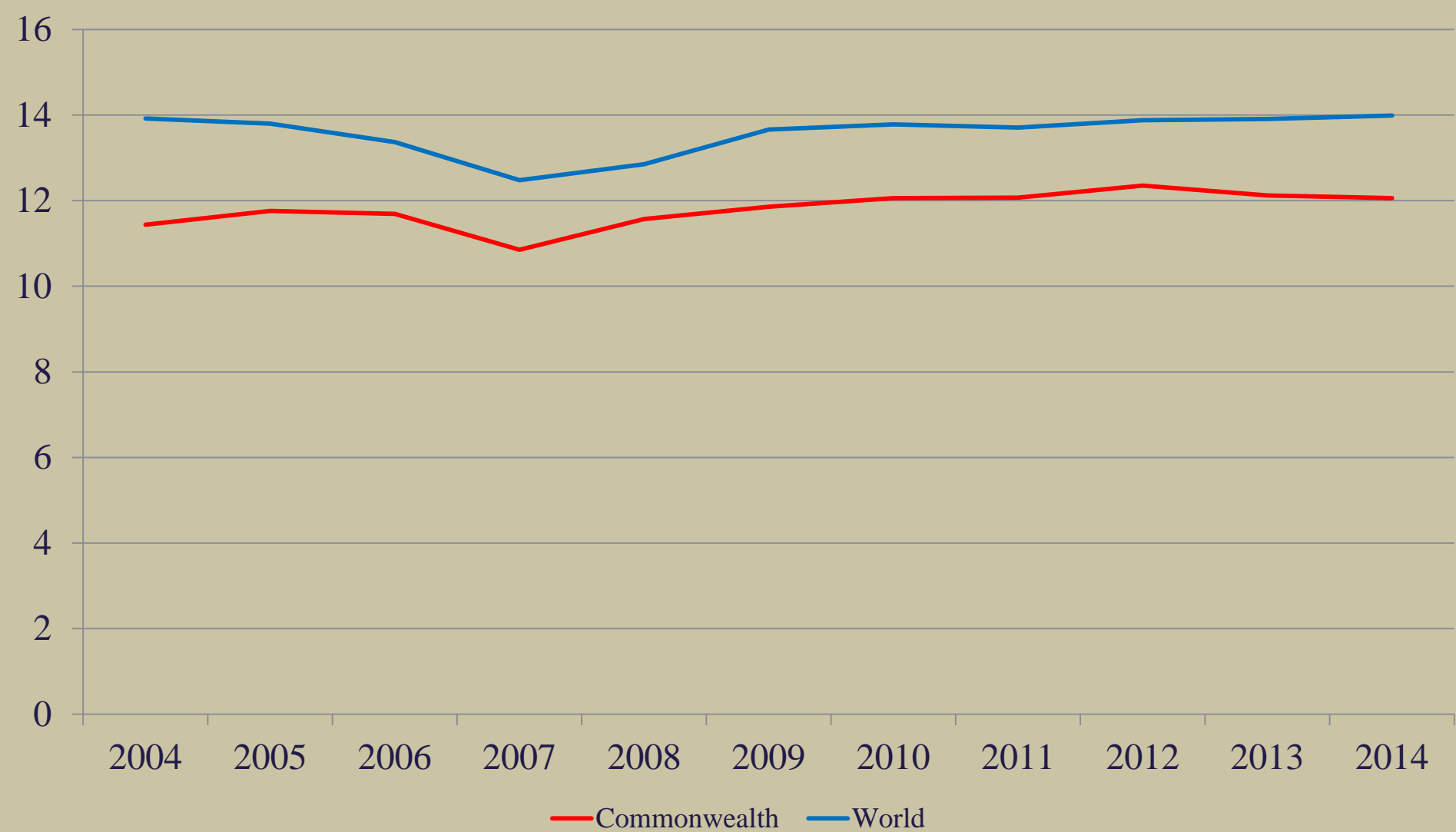


THE COMMONWEALTH COMPRISES 53 DEVELOPED AND DEVELOPING NATIONS AROUND THE WORLD

# *The Youth 'Bulge': 1.2 billion 15-24*



Of the 2.2 billion population of the Commonwealth, 60% under the age of 29

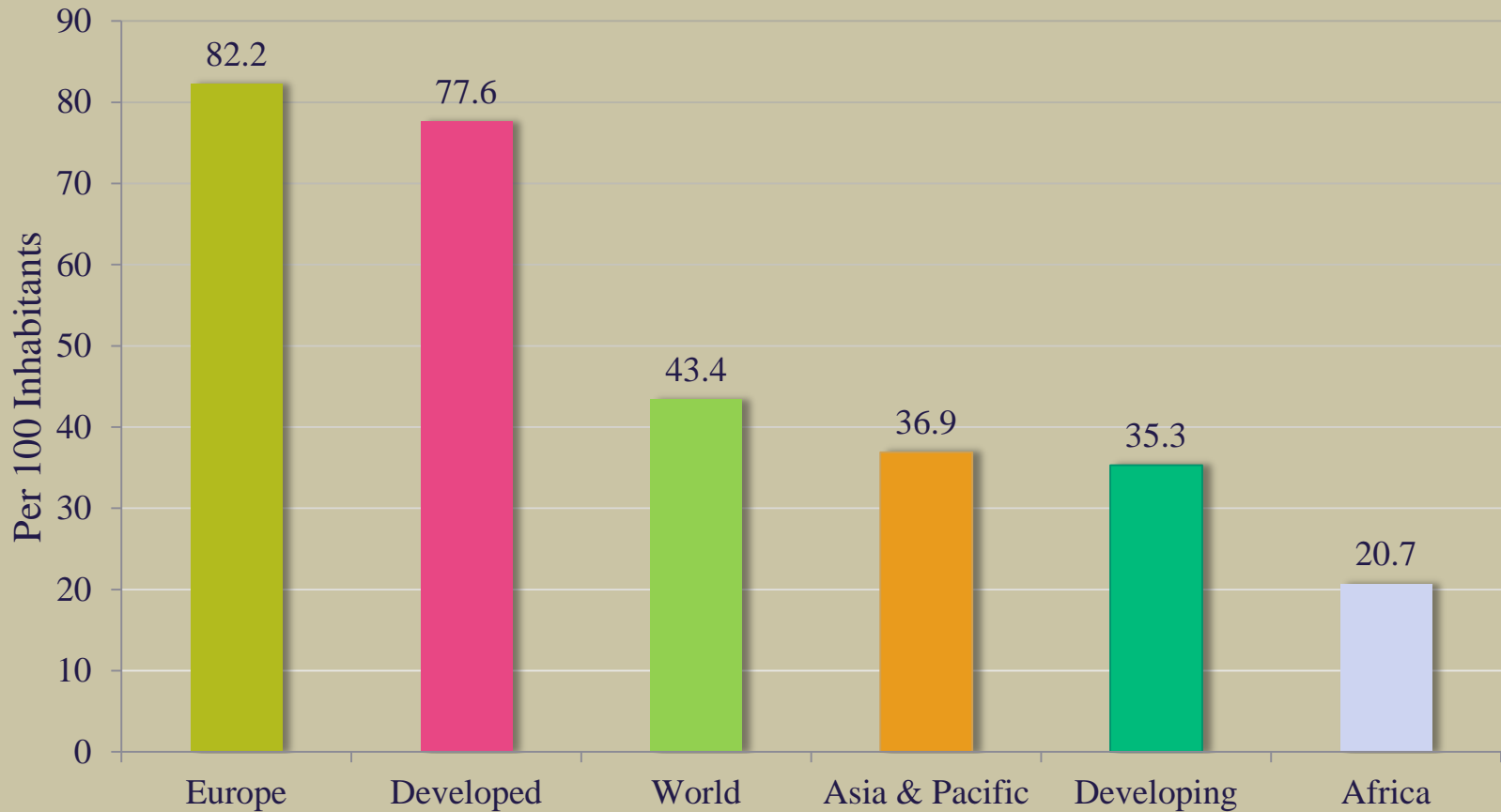


## *Commonwealth: Youth Unemployment Rate (ages 15-24, ILO estimate) 2004-2014*

Source: [World Bank Open Data](#), last accessed on May 4, 2016



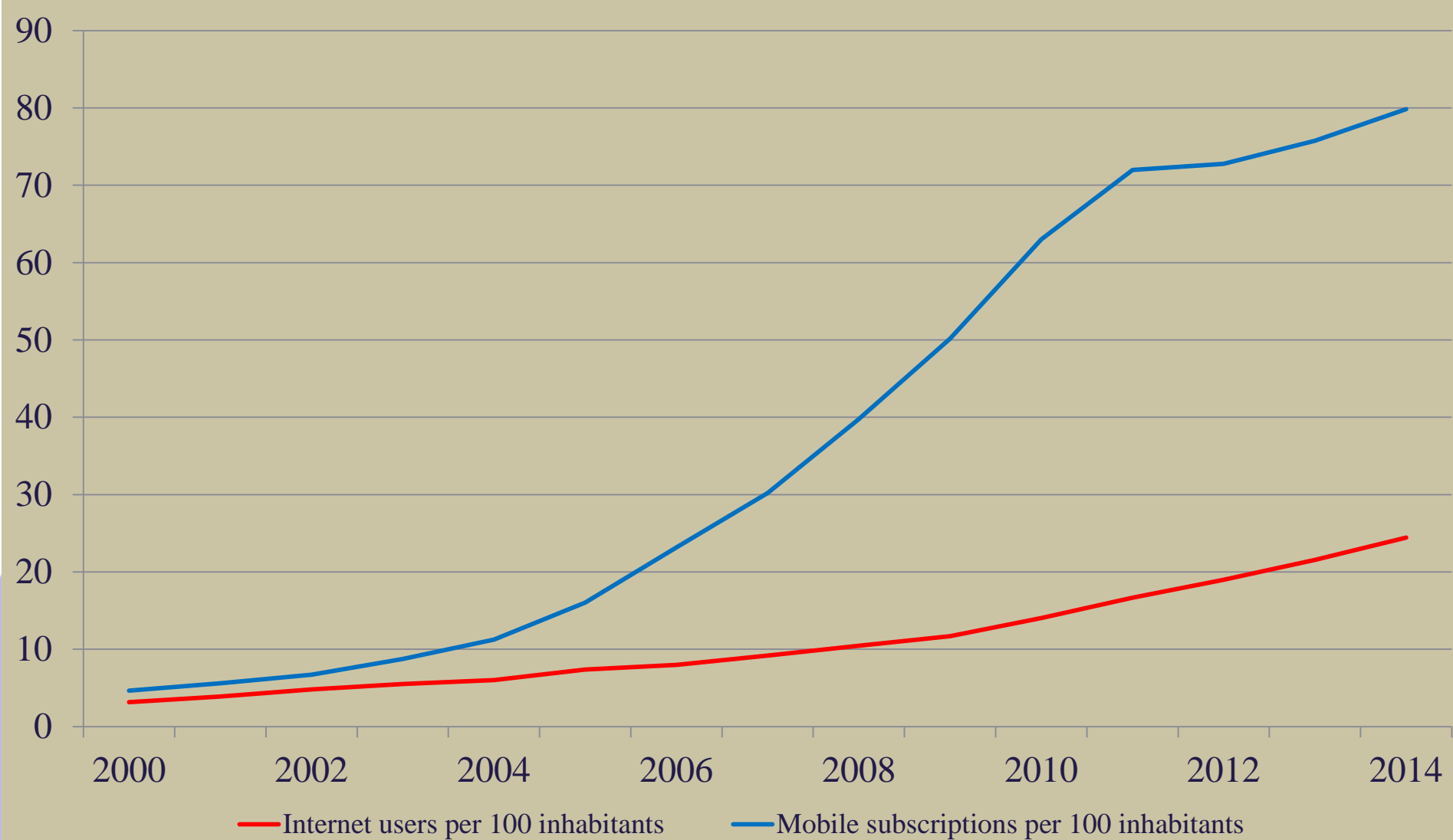




## *Percentage of households using the internet, 2015*

Source: ITU, MIS Reports, 2015. <http://www.itu.int/en/ITU-D/Statistics/Pages/publications/mis2015.aspx>





## *Commonwealth: ICT Statistics 2000-2014*

Source: [ITU Statistics](#), last accessed on May 4, 2016





## *Gross Enrolment Ratio 2013 by Region and Level of Education*

Source: [UNESCO Institute for Statistics](#), Last accessed on May 19, 2016.



# GOAL 4

ENSURE INCLUSIVE AND EQUITABLE QUALITY  
EDUCATION AND PROMOTE LIFELONG LEARNING  
OPPORTUNITIES FOR ALL



**SUSTAINABLE DEVELOPMENT GOALS**

More at [sustainabledevelopment.un.org/sdgsproposal](https://sustainabledevelopment.un.org/sdgsproposal)



# *Skills, Speed, Scale*





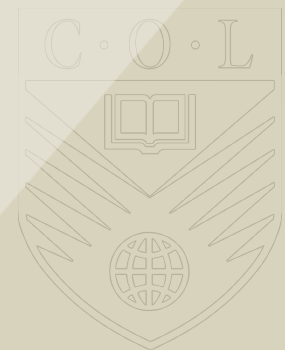
# Education 2030

Incheon Declaration

and

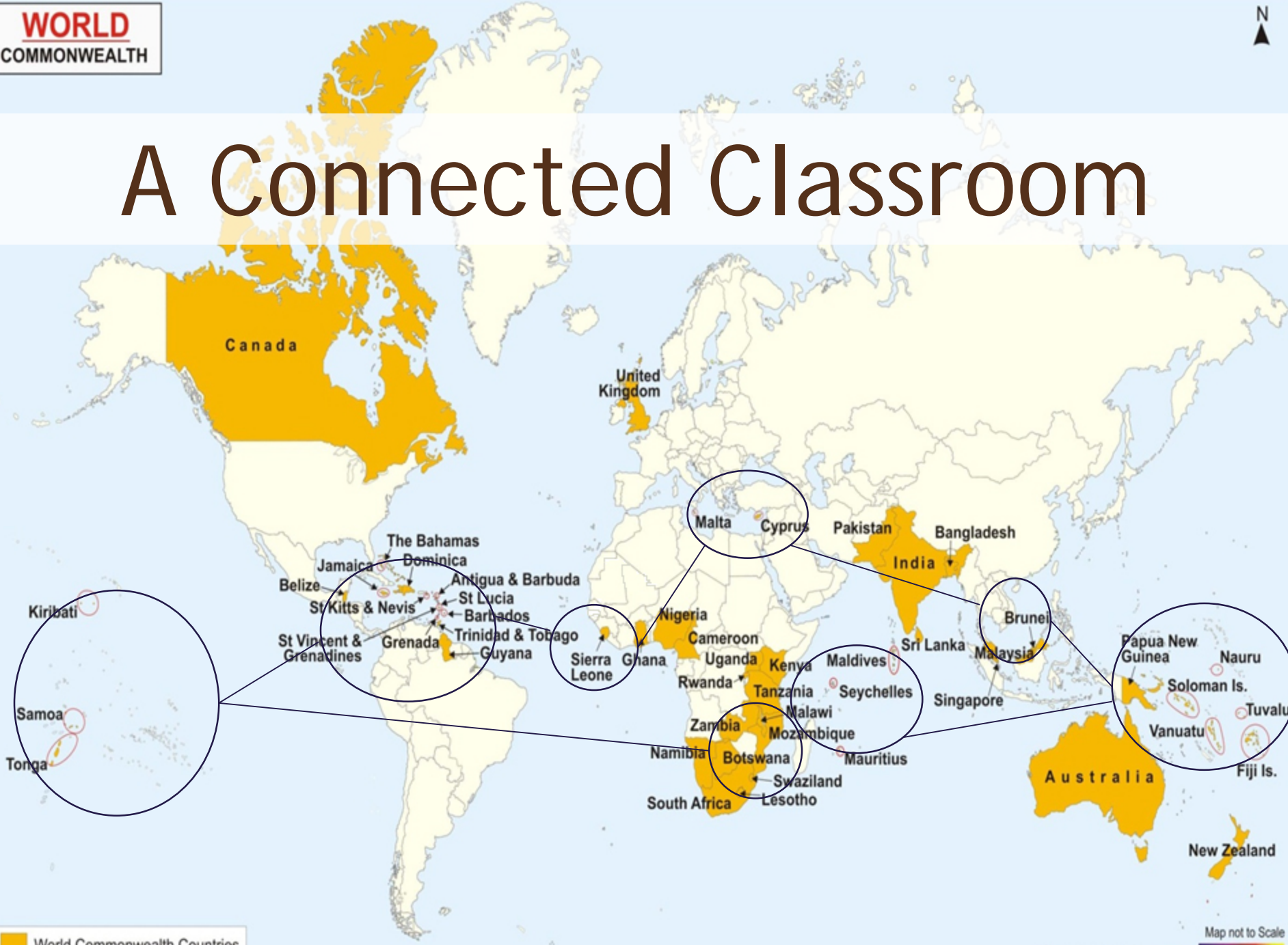
Framework for Action

# *MOOCs*





# A Connected Classroom







COMMONWEALTH *of* LEARNING

# A POLICY BRIEF ON

# MOOCs



May 2015



# *MOOCs Can*

- Provide access to quality learning at low costs.
- Build capacity at scale
- Foster innovative uses of technologies, such as mobile devices
- Improve learning outcomes, through the use of alternative pedagogical approaches
- Be integrated within national quality assurance frameworks.

# **MOC4D**

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**massive open online courses  
for development**



# Climate Change and Pacific Islands

28th August 2015 - 16th October 2015

Proudly supported by:



Japan  
Funds-in-Trust



*“.....presenters were amazed at the contributions and cross cultural exchanges that happened on Social Media”.*

*Ian Thomson, Course Manager*





# *MOOC on Mobiles for Development*

- Videos and text used
- Material in video format was couriered on DVDs and memory cards to Sierra Leone and Zambia
- The groups completed online assignments and examination; some eligible for certification

**Mobiles for Development**

a Massive Open Online Course (MOOC) by IIT Kanpur and COL



# *MOOCs for Agriculture*

- Online learning
  - Food and Ag sector underserved
- A consortium conceptualised by COL, supported by NPTEL-India





# *Audio-only MOOC for Gardeners*



# *Reaching the Bottom Billion*

- Content should be designed for delivery in low bandwidth
- Be able to deliver on a basic phone
- Social media integration is a must
- Online peer-to-peer interactions must be supplemented with blended approaches
- Content should be open ie. OER





*Quality*

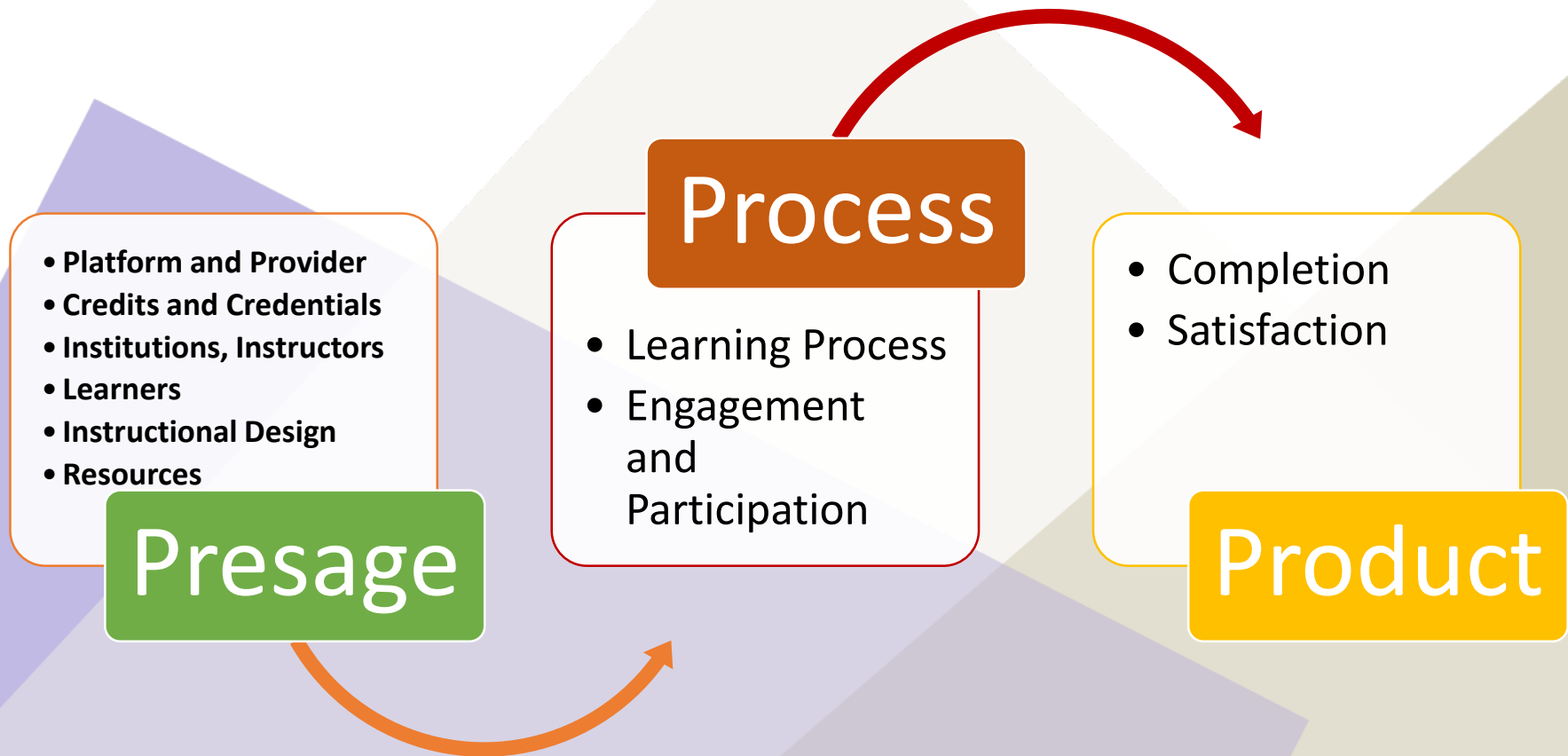
# *Guidelines for Quality*

## *COL Guidelines for MOOCs*

- Purpose decides quality indicators
- Context critical
- Accreditation agencies looking for credit equivalence



# *Guidelines for QAA of MOOCs*



# Malaysian MOOC Credit Transfer

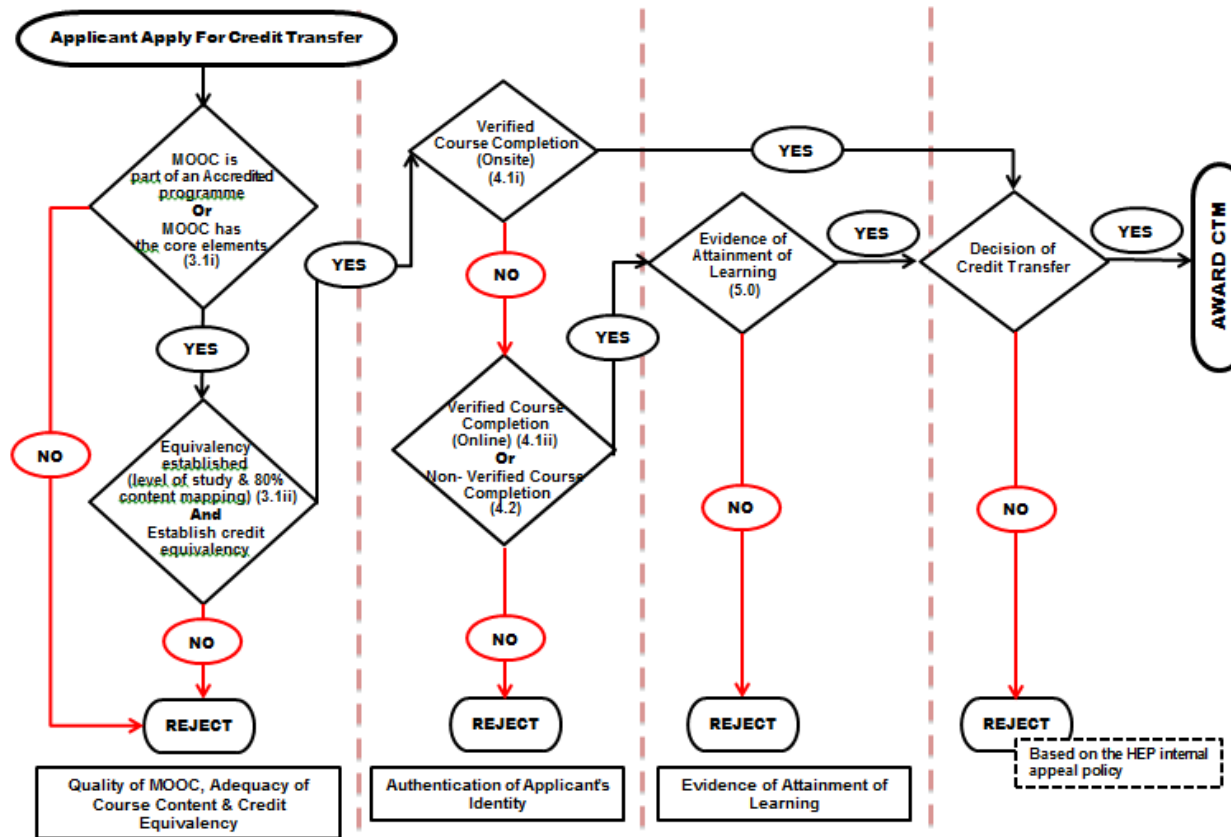


FIGURE 1: EVALUATION PROCESS ON CREDIT TRANSFER FOR MOOCs

Guideline of Credit Transfer for MOOCs I25

# *Issues for Quality*

- One size does not fit all
- Student verification and academic integrity
- Peer assessment needs to be accepted.
- Delinking of the institutions which teach and the institutions which offer credential.





The background features abstract geometric shapes in shades of purple and gold. A large, light purple shape is on the left, and a large, light gold shape is on the right. In the center, there is a white rounded rectangle containing the text. Above the text, there is a small, light gold triangle pointing upwards.

*Implications  
for policy*

# *MOOC is a catalyst*



Massachusetts  
Institute of  
Technology

**ONLINE EDUCATION  
POLICY INITIATIVE**

FINAL REPORT

## **Online Education: A **Catalyst** for Higher Education Reforms**

APRIL 2016

# *National Policy*

- View MOOC as a new, interactive broadcast medium
- Develop credible QA and Credentialing framework
- Focus on Higher Education as well as advanced skills development/in-service training
- Develop and nurture a capable and robust infrastructure
- Manage costs: adopt OER policies

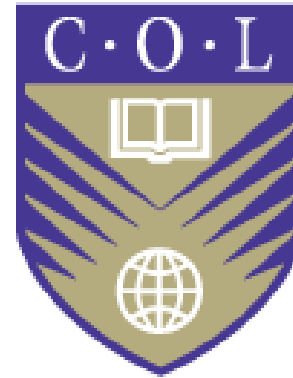
# *Finally, for developing countries*

- New model of MOOCs required, one that ***reaches the unreached***
- MOOCs will ***supplement*** rather than replace traditional institutions
- Excellent platform for ***skilling at scale*** and ***speed***

# MOOCs



United Nations  
Educational, Scientific and  
Cultural Organization



***A tool for achieving SDG 4***





*Thank You*  
*[www.col.org](http://www.col.org)*