MOOCs4D:
Potential at the Bottom of the Pyramid

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Presentation by Minghua Li
University of Pennsylvania
MOOCS4D
Potential at the Bottom of the Pyramid

Learning Center Based Community College networks with MOOCs for the Migrant Workers in Manufacturing Areas in China

Minghua Li, Ph.D., School of Public Administration
East China Normal University
minghuali1@gmail.com

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Introduction

- MOOCS revolution is opening new windows for education for the people at the bottom of pyramid who have already had connection to the Internet such as millions of migrant workers in manufacturing areas.

- Based on our years of research and experiments, learning center based community college networks is a viable solution.

- MOOC is a new factor that can enrich and leverage the networks with scalability and socially-engaged peer-teaching-and-learning so that these people’s education needs can technically be well met without financial hurdles. Yet such a promising potential would not come on its own, one of the institutional obstacles is accreditation of MOOCS and MOOCS based certificate and degree programs, which will be the focus of our discussions in this paper:
Network of clusters of learning centers as learning infrastructure
Problems: The Physical Accessibility Problems

We have identified seven physical accessibility problems that effectively block the migrant workers from participating in continuing education.

- (1) transportation means;
- (2) very long working days and weeks and irregular shifts;
- (3) living conditions;
- (4) computer and Internet access;
- (5) inaccessibility of information;
- (6) social environment;
- and (7) lack of educational infrastructures.
Our Solutions to the Access Problems

- The Learning Center Based Community College System
Solution to the Physical Accessibility Problems — the Learning Centers

- One learning center in each community with around 10,000 – 15,000 migrant workers.
- The learning center includes teaching facilities such as classrooms, computer rooms, small library, and team activity rooms, a small multimedia learning theater.
- A small shuttle bus links the learning centers in neighborhood so that this circle of learning centers can become the physical base for building a community college with networked campuses.
LC stands for Learning Center, is a local learning infrastructure with 30-100 Internet connected computers, 1-3 classrooms and a small library, each of which serves a migrant population of 10,000 to 15,000.

A Chain of community colleges makes a network of community colleges.

Shuttle Bus, 30 minutes a circle to make a set of LCs a dotted campus of community college.

A community college covering 100,000 populations with around 20,000 non-traditional students with jobs.
learning incubator - Local social supporting system for learning

- Social Environment - Most of the migrant workers have not prepared for lifelong learning academically, psychologically, and socially. They have not developed a learning habit, effective study skills, and time management skills.

- A supportive social circle for learning must be established with a use of the physical learning facilities.

- Learning is a social process and the students will learn more effectively if they are engaged with each other.
Our experiments show that effective learning for the less prepared working students can take place when a social learning incubator along with the learning center is established.

- Learning incubator is an organized learning environment
- Features: learning team with common learning goals, switched learning leadership from the students themselves, implementation of learning plans, emotional peer support, and time control mechanism.
- The experiments show clearly that the physical learning center itself does not create learning, but the social learning incubator does.
MOOCs elements in the open system
MOOCs for the Migrant Workers

- Participating online alive classes originated from all over the world targeting the needs of the migrant workers.
- Watch course videos on more sophisticated machine normally not affordable to an individual family
- Study team meets for doing homework, projects, discussions
- Organized self-paced learning
- Students may even hang on socializing
- Free, and even some rewards for participating in learning
MOOCs can certainly play a part in bringing the proposed form of community learning centers to a reality. The open market concept which aims to break up the monopoly on education which is held by some institutions seems to go hand in hand with MOOCs. The research carried out by Li and his team indicated that persons prefer to have blended learning leading to a natural niche for MIC.
While Grenada does not have a huge rural population, we can still benefit from such a concept as many communities already have community centres which can be used as learning centres helping to bring education to the people where it is most needed. Transportation costs to get to the current locations of TAMCC can be high. Therefore decentralising education and taking it to the communities will lead to more persons making use of the opportunity to get a post-secondary education or even taking them from where they are to where they want to go.
The Unsolved Problem: the Missing of An Institution Providing the Accreditation of Independent Courses

- The migrant workers need education credentials to boost their learning even with MOOCs, most important of which is at the associate degree level.
- The institutional obstacles to a MOOCs enriched community college networks and possible solutions.
- The functionality of a course-level accreditation is to facilitate the independent course market so that the learners can get credits for taking individual courses and get diploma when he accumulates enough credits.
- Further studies: Design of an accreditation and credit recognition system of MOOCs for the learning center based community college network.
Thanks for Participation!

Welcome further discussions, and collaborations

Minghua Li
minghuali1@gmail.com