MOOCs4D: Potential at the Bottom of the Pyramid

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MOOCS AND ITS LINKAGE WITH UNESCO HIGHER EDUCATION PROGRAMMES IN ASIA AND THE PACIFIC

International Conference on MOOCs for Development, 10-11 April, 2014, University of Pennsylvania, Philadelphia, USA

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In regard to increased access, technology is increasingly transforming the face of higher education provision and participation.

Distance education can provide a cost-effective solution and has become a popular option.

The significant development of ICTs and the expansion of broadband access have led to new avenues for open and e-learning.

New models, such as MOOCs, can transform the parameters of higher education participation.
New model of ODL

- Upgrading open and distance learning (ODL) programmes offered by open university system with MOOCs and other models of delivery
- Expanding ODL to traditional brick-and-mortar HEIs (dual-mode of delivery, blended learning)
- Develop quality assurance mechanisms for ODL programmes, including MOOCs
- Facilitating technology-pedagogy-content integration through partnerships in the development of ODL programmes
The delivery of open educational resources

- 2011 UNESCO/COL Guidelines for Open Educational Resources (OER) in Higher Education
- 2012 PARIS OER DECLARATION adopted at 2012 World Open Educational Resources Congress held at UNESCO HQs in Paris
- MOOCs will be serving as an important way to deliver OER in higher education
- Regional stock-taking and capacity building activities will be planned to follow up with the above-stated two UNESCO documents
MOOCs in favor of OER

- As part of their social responsibility, the value of OER should be imbedded into teaching, research and social service of HEIs.

- HEIs should be encouraged to promote blended learning model to allow more on-line delivery of content and instruction.

- Institutional strategies for MOOCs should be developed to make more on-line courses open to outside learners.

- Incentives measures and capacity building programmes for the teaching staff.
MOOCs and cross-border HE

- **Foreign MOOCs leading to foreign certifications** can be related to cross-border mobility of study programmes, which are subject to the regulation of receiving countries.

- **Foreign MOOCs** that are part of the joint study programmes leading to **domestic certifications** can be encouraged to benefit the developing countries.

- MOOCs **collectively developed** according to joint MOUs among HEIs from different countries.

- Credits transfer and quality assurance arrangements
Collective knowledge production

- **Dominance** of developed countries in the knowledge production process, leading to the marginalization of developing countries
- **Localization** and **customization** of knowledge to the needs of the developing countries
- The protection of **indigenous knowledge**
- **Capacity building** is needed for HEIs in the developing countries at country, institutional, and faculty levels
Thank you for your attention!