

MOOCs4D: Potential at the Bottom of the Pyramid



Presentation by
Libing Wang



UNESCO Bangkok
Asia and Pacific Regional Bureau
for Education

United Nations
Educational, Scientific and
Cultural Organization

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

WANG Libing, Senior Programme Specialist in Higher Education,
UNESCO Asia-Pacific Regional Bureau for Education, Bangkok, Thailand

Widening access to quality HE

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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

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- 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

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- **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

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- **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



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Thank you for your
attention!