Designing MOOCs:
from the experience at an open university

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1. MOOCs and Open Universities
2. The Low Retention
3. Learning or Certificates?
4. The Language in the MOOCs
5. Additional Suggestions
I. MOOCs and Open Universities:

Sir John Daniel (Mar 2014)

“MOOCs — Evolution or Revolution?”

The answer is no, for two reasons:

1. Higher education does not do revolutions.
2. MOOCs do not fulfill the core function of higher education.
I. MOOCs and Open Universities: the open education timeline
1. MOOCs and Open Universities:

The first MOOC:
“Connectivism and Connective Knowledge” (2008)

by George Siemens and Stephen Downes,

*George Siemens from Athabasca University (the first Canadian distance education university)
I. MOOCs and Open Universities: Major Providers of MOOCs

- **Future Learn**
  - Courses Starting Soon
  - by The Open University

- **miríada**
  - Cursos Online Masivos en Abierto (MOOCs)
  - Cursos online
  - Formación de calidad
  - Prestigiosas universidades
  - GRATIS
  - by UNED: Universidad Nacional de Educación a Distancia

- **OpenupEd**
  - by the OU of the Netherlands
I. MOOCs and Open Universities: the hype of MOOCs and USA

- The enthusiasm for MOOCs in the USA
- No tradition of any large scale open university
- MOOCs: response to the demand for popularizing higher education in a typical American style
- The future of MOOCs?
I. MOOCs and Open Universities

- The movement of MOOCs belongs to the long tradition of the open education or the open learning.
- The achievement and tasks of MOOCs correspond to those of the open education, and specifically of open universities.
## 1. MOOCs and Open Universities: MOOCs and KNOU

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<th>MOOCs</th>
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I. MOOCs and Open Universities: achievements and tasks of KNOU

- Contributing to the popularization of higher education
- Widening the gate of the lifelong learning
- Strengthening the paths for the online learning

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- Concerns on the low retention
- Concerns over the financial sustainability
I. MOOCs and Open Universities: significances and questions of MOOCs

- popularizing higher education
- widening lifelong learning
- possibility of online learning

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- low retention
- quality assurance
- sustainability
2. The Low Retention: the case of KNOU

- 60% of new students complete their 1\textsuperscript{st} semester.
- 30% of entrants complete their degrees.

“On an average, _____% of registers of MOOCs complete their courses.”
In the big open universities, low retention is a universal and inevitable phenomenon.

It’s a kind of screening process for selecting quality learners.

MOOCs will follow suit.
2. The Low Retention: how to raise the retention?

- Elaborate course design
  - maintaining learners’ interest
  - automated response and notice

- Detailed learner support
  - grouping the nearby learners
  - helping the learners at their initial stage
2. The Low Retention: the learner support at KNOU

- Tutors & Mentors
- SNS
- Call Center in Seoul

Learner Support at Korea National Open University

- Teaching Assistants
- Part-time Lecturers
- Regional Centers
2. The Low Retention: *importance of the initial stage*

- Like most students of open universities, MOOCs students quit their learning at the beginning stage.
- It’s very important to pay attention to the course design of the first few weeks.

To make it easier
To make it more compact
To make it interesting
To ask less quizzes
2. The Low Retention: KNOU Tutorial System

- 30% of new students abandon within one month.
- Departmental Tutors vs. Course Tutors
- Departmental Tutor provided during the first year after the students’ entrance
- Retention rising high after the first year
2. The Low Retention: **MOOCs and big names**

- Lots of MOOCs dependent on the big names
- The limitation of the popularization
- Curiosity not leading to retention
- The success lying more in the elaborate course design and detailed learner support than in the big name itself
3. Learning or Certificates? the dual mode of KNOU

**Degree track**
- US$350 per semester
- take six courses

**Non-degree track**
- US$10 for a course
- Just learning
3. Learning or Certificates?

**LOD service at KNOU**

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3. Learning or Certificates?:
the significance of credentials

- More students enrolled in certain KNOU programs providing extra certificates or credentials.
- Just learning or curiosity is not enough to motivate the learners.
- Certificates or credentials have played crucial roles in driving and facilitating the learners.
3. Learning or Certificates?: the signature track of Coursera

- webcam needed
- facial recognition
- typing pattern recognition
- registration fee (from $49)
3. Learning or Certificates?:

**the provider’s things to do**

- grading course difficulty ratings
- grouping a series of courses for a certain professional competency
- marketing to the employers
- maintaining the quality assurance
3. Learning or Certificates?:

the government’s things to do

- accrediting the courses
- creating ways to accumulate the credits
- acting as liaison between the providers
- inducing the providers financially sustainable
4. The Language in the MOOCs: another factor affecting retention

- Major MOOCs are all provided in English, so the language is another big obstacle to completing a course.
- Taking a course is completely different from just watching a lecture video in English.

The case of South Korea
Subtitles, scripts or captions
83.0% of students have a post-secondary degree
44.2% report education beyond a Bachelor’s degree
MOOC students far surpass the general educational attainment of their national peers.

“In the BRIC countries, 5.1% of the population over 25 years old has a tertiary degree, while 79.4% of MOOC students from the same countries have a tertiary degree.”
(G. Christensen et al, 2014)
4. The Language in the MOOCs: worsening educational divide

- With the launching of MOOCs, the language divide within a country widens its educational divide.
- This unexpected result contradicts the ideal of MOOCs or open education, widening access to higher education in the developing countries.

from language divide to educational divide
from digital divide to economic divide
4. The Language in the MOOCs: *aspects of the educational divide*

- This educational divide may affect the parties concerned: the providers and the consumers.
- As time goes by, universities and students will be lined up from top to bottom.
- The language will play a pivotal role in this differentiation.
4. The Language in the MOOCs: the platform of ‘OpenupEd’

http://www.openuped.eu/94-mooc-platform
“OpenupEd is not using nor advocating one single platform for all the partners, because most of them are operating successfully with their own platforms. Moreover, partners can be involved in other MOOC platforms and portals as well. In effect, OpenupEd embraces a decentralized model where the institutions take the lead. They also have control over the types of interactive components embedded in their MOOCs, the language(s) used, and their possible embedding of MOOCs within the curriculum... Also valued in this partnership is equity and quality.”
4. The Language in the MOOCs: in terms of the national policy

- At this beginning stage, each country’s MOOCs are recommended to be firstly made in their own languages.
- As of now, the first thing to do is the implementation of national MOOCs and its stabilization.
4. The Language in the MOOCs: the launching of K-MOOCs

- Oct. 2015
- 27 courses of 10 partner universities
- Plan to expand the courses up to 500 by 2018
- Using EdX platform
- Vision: “Innovating university education through open higher education”
5. Additional Suggestions

1) How to use the existing resources?

“There is nothing new under the sun.” When planning MOOCs, all the existing resources in a country should be got together to efficiently organize this new mode of education.

- courses at KOCW (Korea Open CourseWare)
- courses at KNOU
- Academic Credit Bank System
5. Additional Suggestions

2) What are professors supposed to do after launching?

It is inevitable to separate the running of the course from its production. However, professors’ involvement in its running at lower level could be helpful to maintain the quality of the course.
3) Who is in charge of the installation and its after?

In some countries, government’s role is indispensable for its launching. After that, however, the provider should be restructured to be sustainable independently in the long term.
Namaste