






LIFE LONG LEARNING: RENEWING THE AGENDA

LIFE LONG LEARNING AND MOOCs

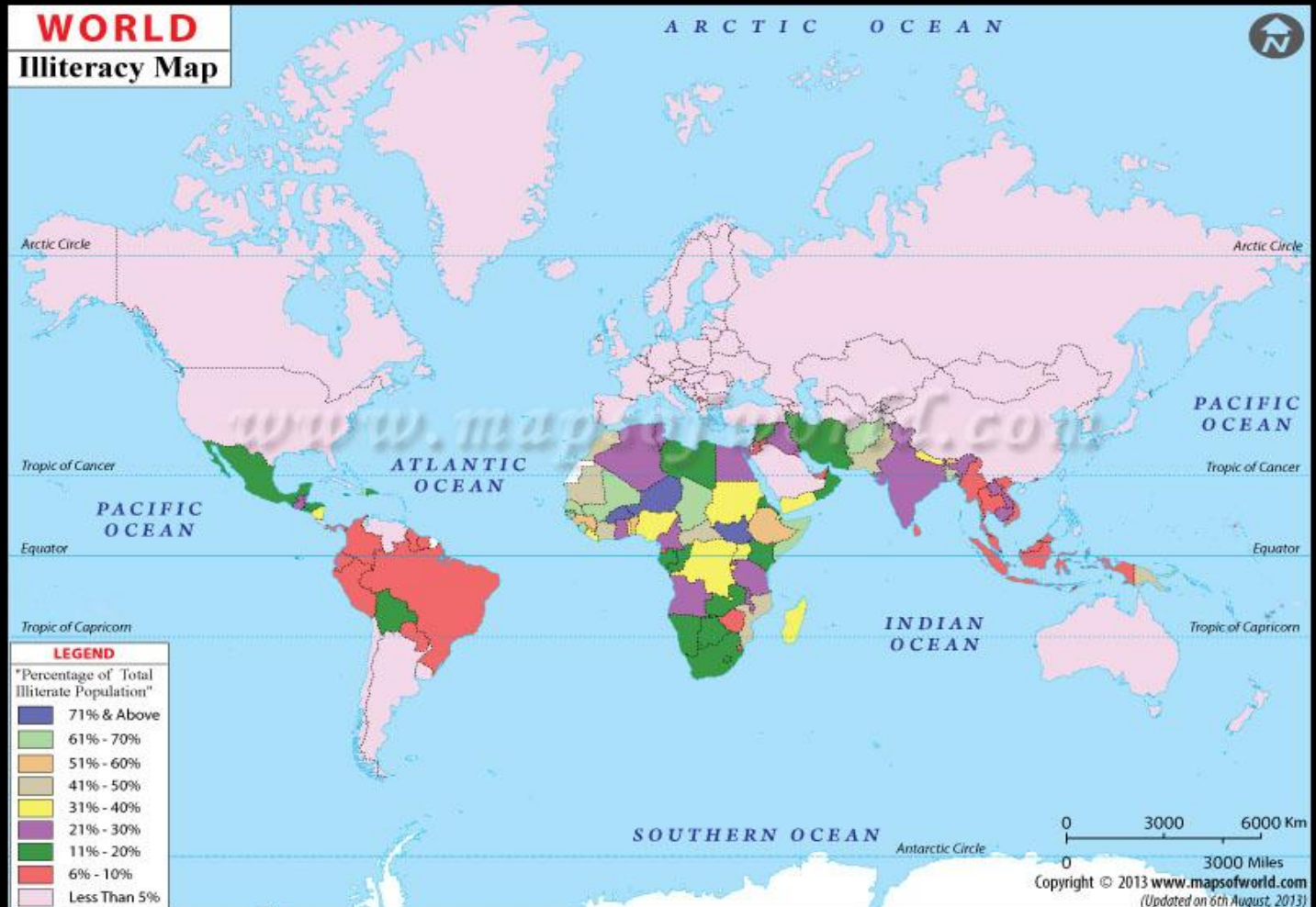
**Are There Tensions Between the Market place and
Mythology?**

Five Generations of Educational Innovations in Support of LLL

GENERATION	IMPACT ON LLL
1. Correspondence Print	
2. Multimedia Model Print Audio Videotape CAL/CML [Interactive Video [disc and tape]]	
3. Telelearning Model Audio conferencing Video conferencing Audio graphic communication Broadcast radio and TV	
4. Flexible Learning Model Interactive multimedia [IMM] online Internet based access to WWW resources Computer mediated communication	
5. Intelligent Flexible Learning Model Interactive multimedia online Internet based resources to WWW online Computer mediated communication using automated response systems Campus portal access to institutional processes and resources	

**THE LIFE LONG LEARNING MARKET PLACE
IN
EMERGING ASIA**

WORLD ILLITERACY PICTURE



The Size and Profile of the Adult Education Market★

- **Population Size of aged over 15: ~ 2.7 billion**
- **Illiterate Population: ~513 million**
- **Gender Disparities: 65% of illiterates are women**
- **Rural-Urban Disparities:**
 - **Urban Illiteracy: Under 30%**
 - **Rural Illiteracy: Around 50%**

★ Data summarized from UNESCO-UNICEF [2012]

Education Attainment Levels in East and South East and South Asia [aged 15 and above]

Region	Population Aged 15 and over [mil]	No Schooling [mil.]	Highest Level Attained by those aged 15 and above						Average years of Schooling
			Primary %		Secondary %		Tertiary %		
			Size%	% Completed	Size %	%Completed	Size %	%Completed	
East Asia and the Pacific	1593	7.9	30.1	19	51.7	38.1	10.3	5.8	7.94
South Asia	1100	33.2	21.5	18.8	39.8	6.0	5.5	3.0	5.24

Higher Education Attainment Levels in Selected Emerging Asian Countries [% of Adults above 25 Years with 1st Level tertiary qualifications]

COUNTRY	POPULATION	ATTAINMENT LEVELS
CAMBODIA	14,241,640	0.9
CHINA	1,330,044,605	6.2
INDIA	1,147,995,898	5.9
INDONESIA	237,512,355	2.5
P R LAO	6,677,534	4.8
MALAYSIA	25,274,133	13.9
PHILIPPINES	92,681,453	29.6
SRI LANKA	21,128,773	2.1
THAILAND	65,493,298	9.1
VIETNAM	86,116,559	4.5
OECD AVERAGE		>32

TECHNOLOGY

TECHNOLOGY INFRASTRUCTURE

Country	Internet Access % [ITU, '14]	Comp. % [ITU, '14]	Mobiles % [ITU, '14]	Fixed line tel. % [ITU, '14]	ICT Appreciation [UNESCO. 2008]
Bangladesh ['11]	2.8	3.9	76.6	2.2	Low
Cambodia ['10]	0.2	4.3	61.9	8.1	Low
PR China ['11]	23.7	35.4		n/a	Low
India	3.4	9.5		63.2	Low
Indonesia ['	6.5	15.1	72	9.5	Low
Laos PDR	3.4	6.9		n/a	Low
Malaysia	64.7	66.9	141	na	High
Pakistan			76.4		Low
Philippines	10.1	13.1	70.1	11.6	Low
South Korea	97.3	82.3	96.8	93.7	High
Singapore	76.6	87.7	97	88.8	High
Sri Lanka	5.9	12.3			Low
Thailand	18.4	26.9	91.8	15.5	Low
Vietnam	4.8	5.9	62.2	46.2	Low

TECHNOLOGY ACCESS DEFICITS

- **Lack of access to the basic tools necessary to participate**
- **Technology ownership and bandwidth**
- **Cost of IT ownership and connections**
- **Lack of experience with both the software/platforms and the content may be limiting**
- **[English] Language competencies**

TECHNOLOGY SKILLS DEFICITS



<ul style="list-style-type: none"> • Word Processing Skills • Spreadsheet Skills • Database Skills • Electronic Presentation Skills 	<ul style="list-style-type: none"> • Web Navigation Skills • E-Mail Management Skills • File Management skills • Using Search Engines Skills 	<ul style="list-style-type: none"> • Downloading Software From the Web (Knowledge including eBooks) • Electronic Board Teaching Skills • Video - conferencing skills 	<ul style="list-style-type: none"> • Computer-Related Storage Devices (Knowledge: disks, CDs, USB drives, zip disks, DVDs, etc.) • Scanner Knowledge • Knowledge of PDAs • Installing Computer Software onto a Computer System 	<ul style="list-style-type: none"> • Deep Web Knowledge • Educational Knowledge • Copyright Knowledge • Computer Security Knowledge
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MOOCs
CREATING A MYTHOLOGY AROUND A
FALSEHOPE?

SKILLS DEFICIT TO BENEFIT FROM MOOCS

- **Inadequate digital literacy levels and or competencies**
- **Unfamiliarity with effective participation in digital environment**
- **Inadequate levels of subject knowledge requirement to benefit from peer to peer discussions.**
- **Lack of or inability to organise, curate and use the overload of information**
- **Poor or absence of support systems both technological as well intellectual**

POLICY GAPS

- **Current educational paradigms that emphasize outcomes & standardization.**
- **Accreditation or external rubber stamping to receive recognition**
- **Policy barriers [e.g. restricted freedom to the WWW; restricted freedoms to expression of thoughts and ideas]**

SO ARE THERE TENSIONS?

- **MOOC students need to have access to computers with fast Internet connections, which automatically throws up a bar to the poor – *(Probably shuts out some 90% Asian adults)***
- **80% of MOOC users around the world already have an advanced degree, casting some doubt on the democratizing notion. *(Across Asia more than this % do not have a post secondary education)***
- **In Brazil, Russia, India, China and South Africa, 80% of MOOC students came from the richest 6% of the population.**

MYTH #1

“MOOCs increase access to higher education in developing countries”

- *“Data from companies that provide MOOCs show that most of those who enroll in the courses have already completed degrees and are looking to further their learning. MOOCs aren’t necessarily attracting people who have never had a formal education in the first place.”*[Torbjorn Roe Isaksen Minister of Education, Norway]

MYTH #2

MOOCs will Reduce the Cost of Higher Education Especially in Developing Economies

- *“MOOCs will not solve the problem of expensive undergraduate education or educational scarcity in emerging economies. This is just a cruel myth.”*[D. Laurillard, January 2014]

MYTH #3

“MOOCs are a revolutionary pedagogy ”

“They are not a revolution. Much of the pedagogy is this presentational, talking heads sort of thing. We've been telling ourselves for years we need to get away from that pedagogy”

[D. Laurillard as reported by the Times Higher Education on 14 Feb. 2013]

MYTH #4

Computers personalize learning

“No, they don’t. They allow students alternative routes through material and they allow automated feedback but they do not provide a sense of being treated as an individual.” [T. Bates, 2012]

AND THE FALSE HOPE?

“HOW WOULD YOU LIKE A GRADUATE DEGREE FOR \$100?”

[FORBES 25/06/12]

- *“...distracted people from the business of educating students to the business of selling it to them.”*
- *“... we are in business of making bad education faster and more efficient..”*
- *“ MOOCs may have seriously harmed the open education movement by promoting and popularizing an abjectively impoverished understanding of OPEN” [Wiley, 2014]*

A FEW THOUGHTS TO TAKE AWAY

- *“Overall, the evidence suggests that MOOCs are currently doing more to increase gaps in access to education than to diminish them”*. [Hollands, F.M. & Tirthali, D., 2014]
- *“beyond a shadow of a doubt real higher education can’t be automated.”* [J. Rees, 2013].
- *MOOC providers need to be clear and honest in declaring their purpose in using a technology like MOOCs*

A FEW THOUGHTS TO TAKE AWAY

*“These were students from difficult neighborhoods, without good access to computers, and with all kinds of challenges in their lives. ... **It's a group for which this medium is not a good fit.**”* [S. Thurun, 2012].

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