

Designing MOOCs Towards Globalized Lifelong Learning Architecture

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Universiti Kebangsaan Malaysia*

*ASEM Lifelong Learning Hub Meeting
New Delhi 2015
2-4 Nov. 2015*

Menu

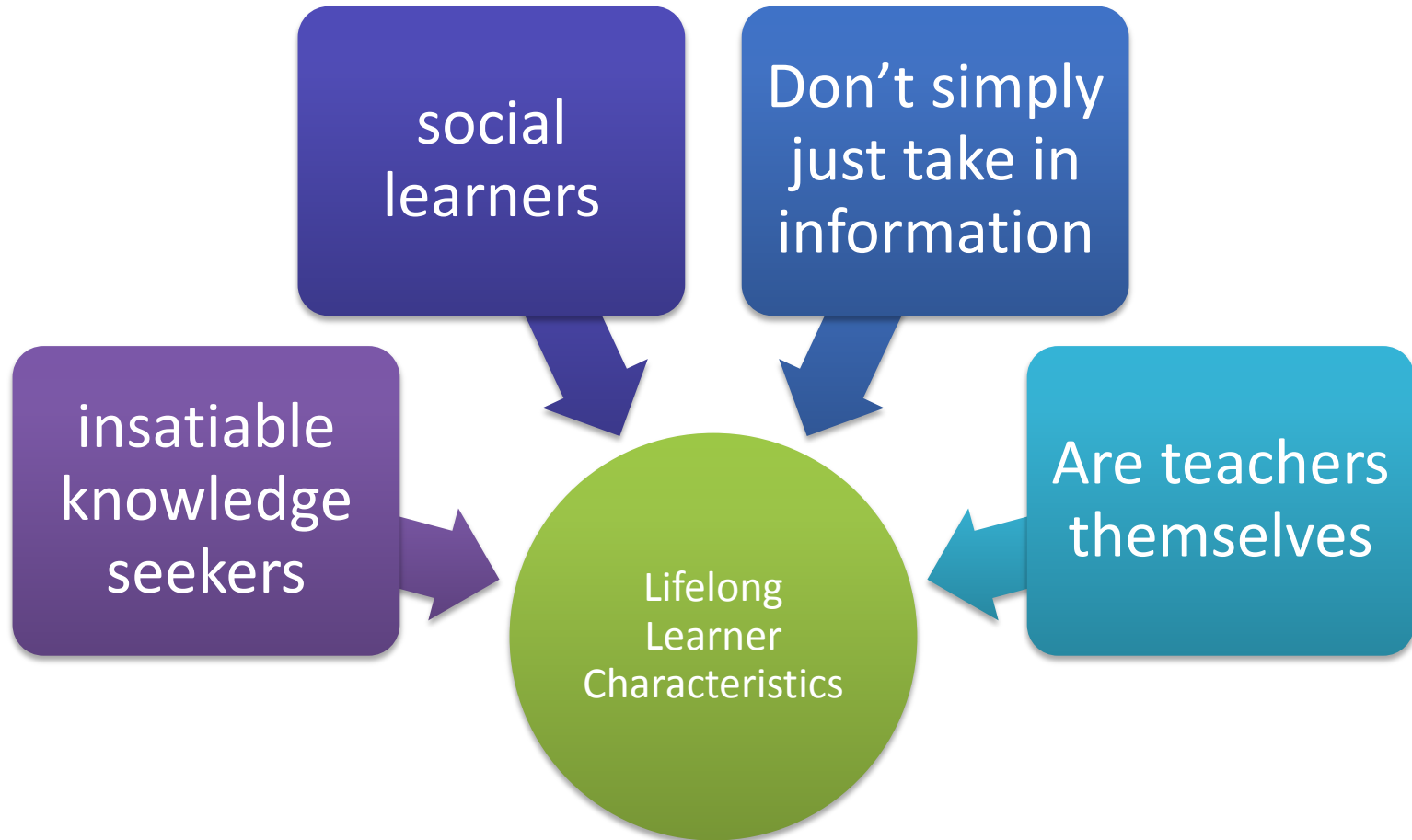
- Introduction
- Malaysia MOOC Architecture
- The Making of the Malaysia MOOC
- Issues and Challenges





Live as if you were to die tomorrow.
Learn as if you were to live forever.

-Mahatma Gandhi



Lifelong learning



Our students today



**JAN
2015**

GLOBAL DIGITAL SNAPSHOT

A SNAPSHOT OF THE WORLD'S KEY DIGITAL STATISTICAL INDICATORS

TOTAL
POPULATION



we
are
social

**7.210
BILLION**

ACTIVE
INTERNET USERS



we
are
social

**3.010
BILLION**

ACTIVE SOCIAL
MEDIA ACCOUNTS



we
are
social

**2.078
BILLION**

UNIQUE
MOBILE USERS



we
are
social

**3.649
BILLION**

ACTIVE MOBILE
SOCIAL ACCOUNTS



we
are
social

**1.685
BILLION**

URBANISATION: 53%

PENETRATION: 42%

PENETRATION: 29%

PENETRATION: 51%

PENETRATION: 23%

FIGURE REPRESENTS TOTAL GLOBAL
POPULATION INCLUDING CHILDREN

FIGURE INCLUDES ACCESS VIA
PC/SMARTPHONE/MOBILE CONNECTIONS

FIGURE REPRESENTS ACTIVE USER
ACCOUNTS, NOT UNIQUE USERS

FIGURE REPRESENTS
UNIQUE MOBILE PHONE USERS

FIGURE REPRESENTS ACTIVE USER
ACCOUNTS, NOT UNIQUE USERS



The changing scenario of education

MOOCs

2002

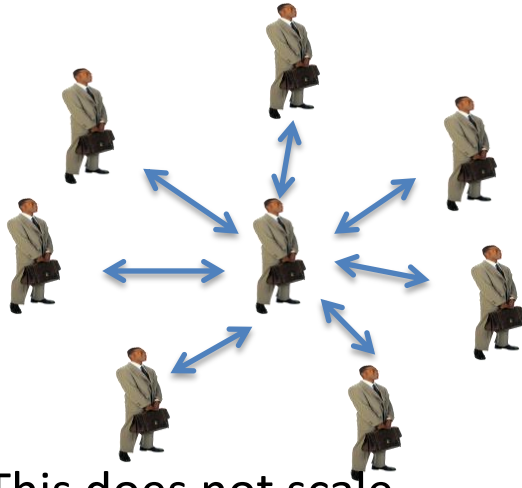
- MIT OpenCourseWare project was formed

2004

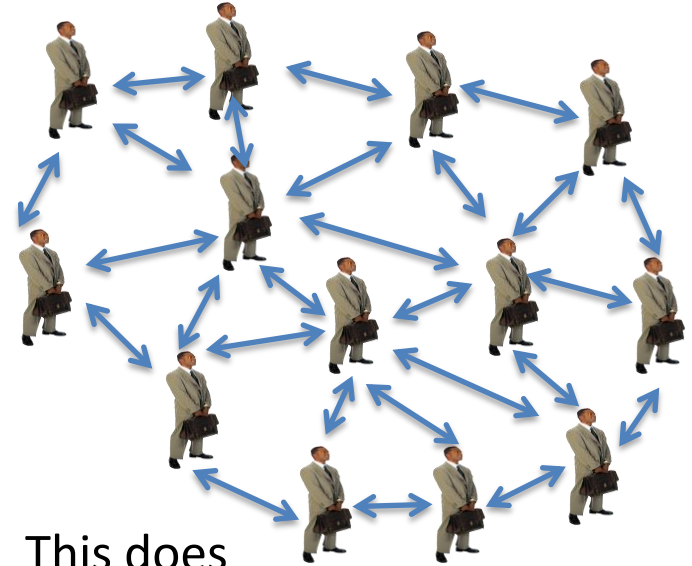
- Stephen Downes & George Siemen developed the Theory of Connectivism, “a thesis that knowledge is distributed across a network of connections, and therefore, that learning consists of the ability to construct and traverse those networks” (Downes, 2012)

Why we designed MOOCs the way we did...

In Education...



This does not scale



This does

The interesting question now is not 'How can we use technology to do online what we cannot do in-class? The compelling principle now is: 'Technology shouldn't merely simulate traditional functionality; it should extend and transcend those functionalities'. (Sanders & Stanford, 2013)

MOOC

2008

- The earliest MOOC was presented at the University of Manitoba with 2200 learners

2010

- Dave Cormier videos about MOOC's was added to Youtube

2011

- MOOC for college preparation skills helped freshmen to prepare for college requirements

MOOC

2012

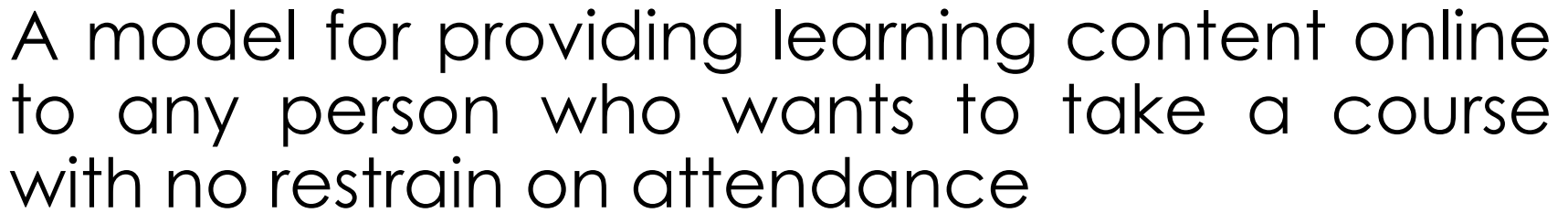
- Harvard's first MOOC had 370,000 registered students

2012

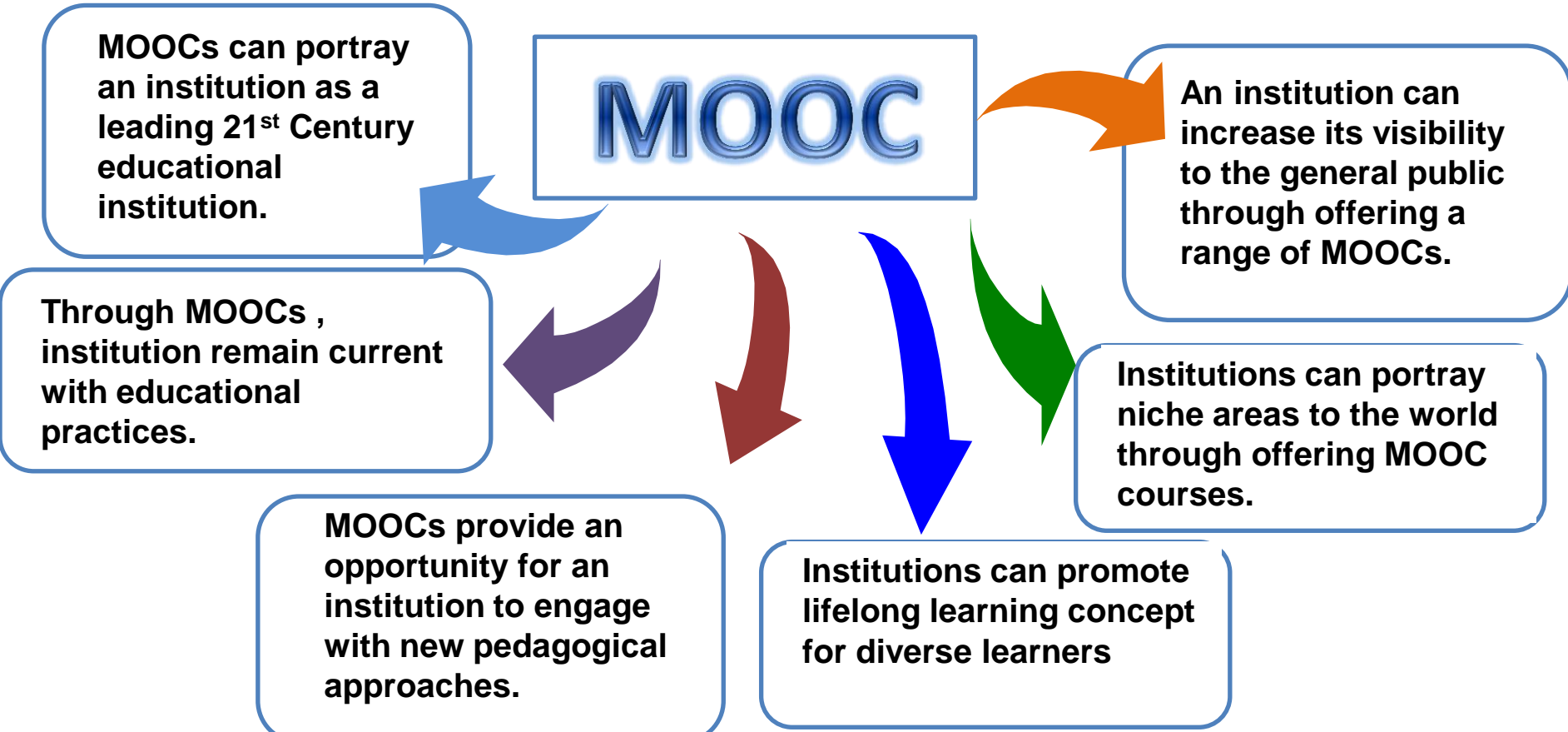
- Coursera launches from Stanford- offers the first xMOOC

2012

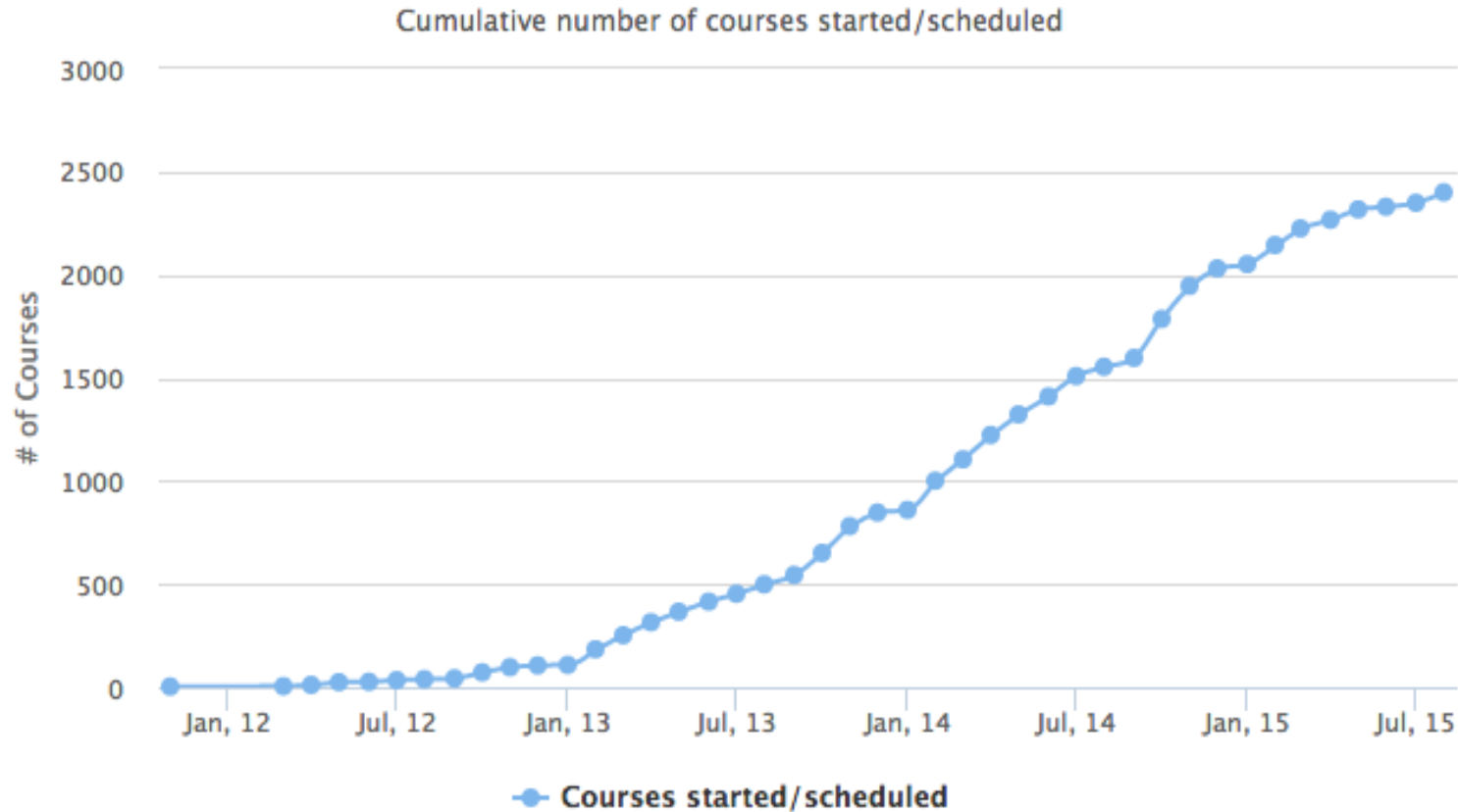
- In the New York Times they called 2012 “ the Year of the MOOC”



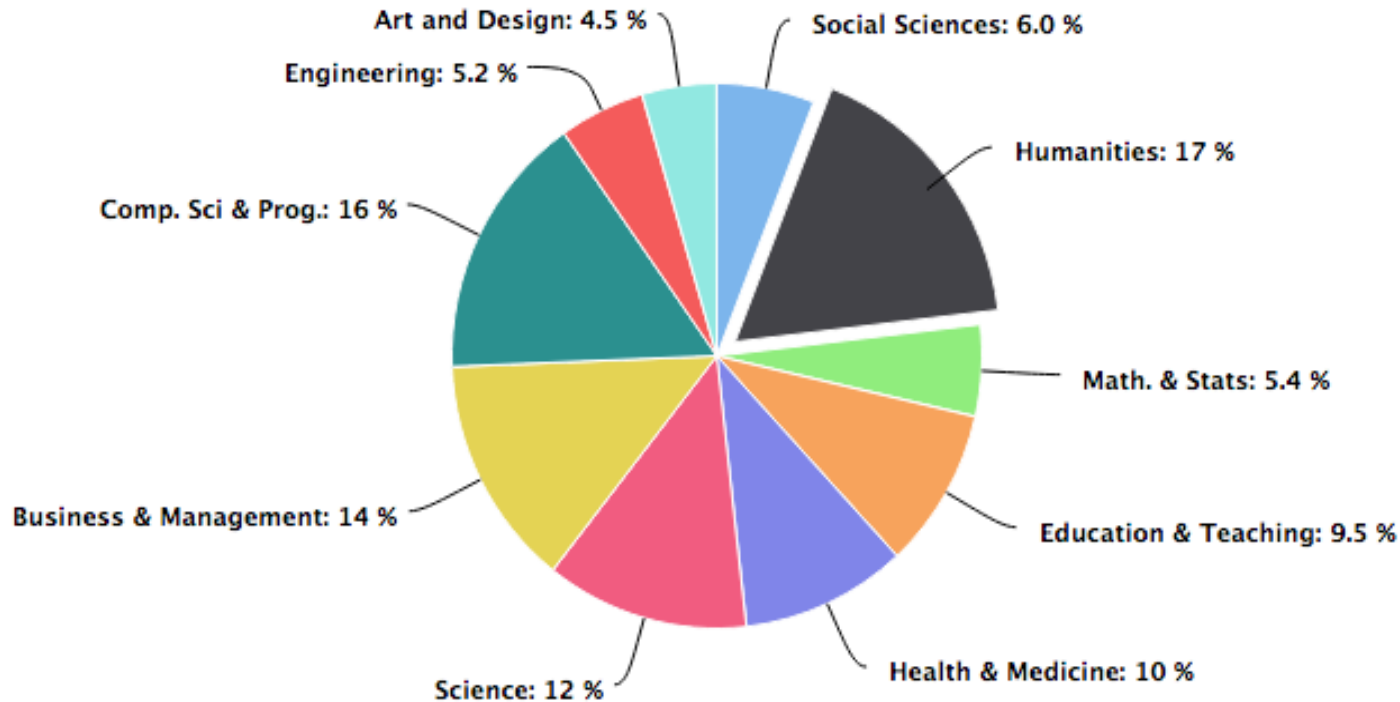
Why Offer a MOOC?



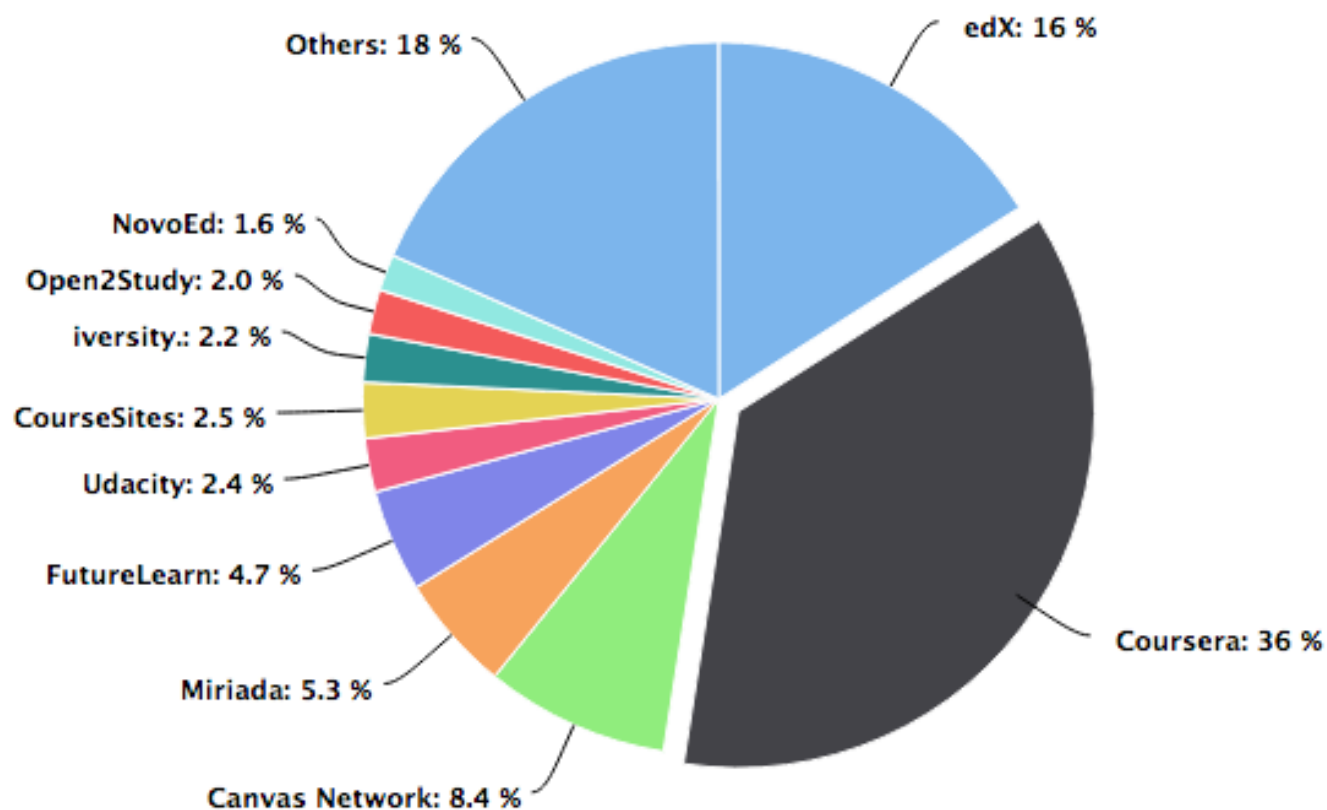
Growth of MOOCs



Course Distribution by Subject



Course Distribution by Providers

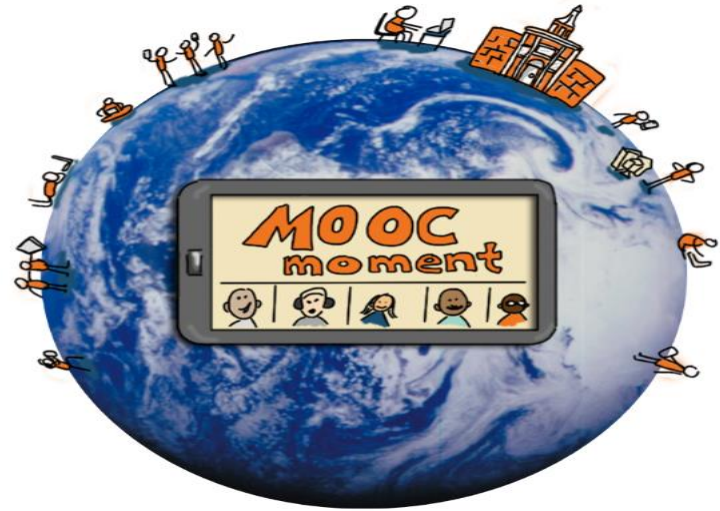


Who Should Take A MOOC? Which type of Lifelong Learners Who Can Benefit

- Current Students, Prospective Students, Research Students
 - Lifelong learners who can benefit after college – teachers, parents
 - People personally affected by the issue covered in a MOOC
 - People seeking personal enrichment at different life stages
 - MOOCs for professionals development
 - Institutional users
-
- Resource: Who Should Take A MOOC?: 9 Types of Lifelong Learners Who Can Benefit - moochnewsandreviews.com

Questions to ponder

- What are the pedagogies that underpin the MOOC for lifelong learners?
- How to design the suitable MOOC for lifelong learners?

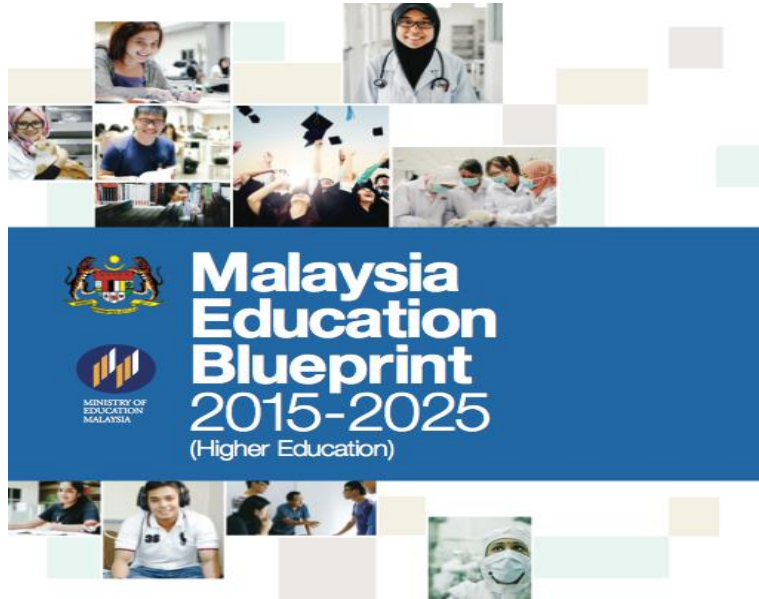


Malaysia Educational Blue Print (Higher Education) 2015-2025



...aspire to create a higher education system that ranks among the world's leading higher education systems and enables Malaysia to compete globally...

Malaysia Educational Blue Print (Higher Education) 2015-2025



....In realizing this, technologies and innovations such as Massive Open Online Courses (MOOCs) and blended learning will be actively pursued...

The 10 Shifts



Nation of Lifelong Learners



- LLL enables Malaysians to meet the changing skill needs of a high-income economy and maximises the potential of individuals who are currently outside the workforce through reskilling and upskilling opportunities.

Malaysia needs to move from a world where education is seen as something that happens only during one's youth, to a world where Malaysians of all ages constantly seek out learning opportunities to enrich themselves

Globalised Online Learning (GOL)



The next horizon for ICT-based learning is Globalised Online Learning (GOL).

...the term globalised not only refers to the desire for a global target audience but also the development of e-content that is of international standard....



Wave 1 (2015)

Wave 2 (2016-2020)

Wave 3 (2021-2025)

Strategy A

A Improving support for GOL ecosystem

- Review and refine priorities for cyber infrastructure development (including MOOC requirements);
- Design and launch HLI-driven, "flagship" MOOCs in areas of distinctiveness;
- Establish training programmes at AKEPT on MOOCs; and
- Develop guidelines for training lecturers and support staff at HLIs.

- Address priority infrastructure issues for HLIs (e.g., bandwidth, authoring tools, platforms, devices, and equipment);
- Expand offering of MOOCs in areas of distinctiveness;
- Promote Malaysian MOOCs to achieve target of having 5 HLIs in top Webometric rankings; and
- Build capacity for lecturers and support staff to enable development of MOOCs.

- Review progress of existing initiatives and introduce new interventions where needed to further boost efficiency and effectiveness.

Strategy B

B Establishing GOL administrative structure

- Evaluate value of establishing a National e-Learning Centre;
- Jumpstart development of training programmes to build capacity and capabilities of HLI staff to develop MOOCs and apply blended learning models; and
- Revise DePAN to incorporate MOOCs initiatives and set target of having 70% of courses using blended learning models.

- Continue enhancing pedagogical approaches and processes for developing online-learning content through cross-stakeholder partnerships; and
- Intensify MOOCs offerings at the rate of 15 courses per institution.

- Review progress of existing initiatives and introduce new interventions where needed to further boost efficiency and effectiveness.

Strategy C

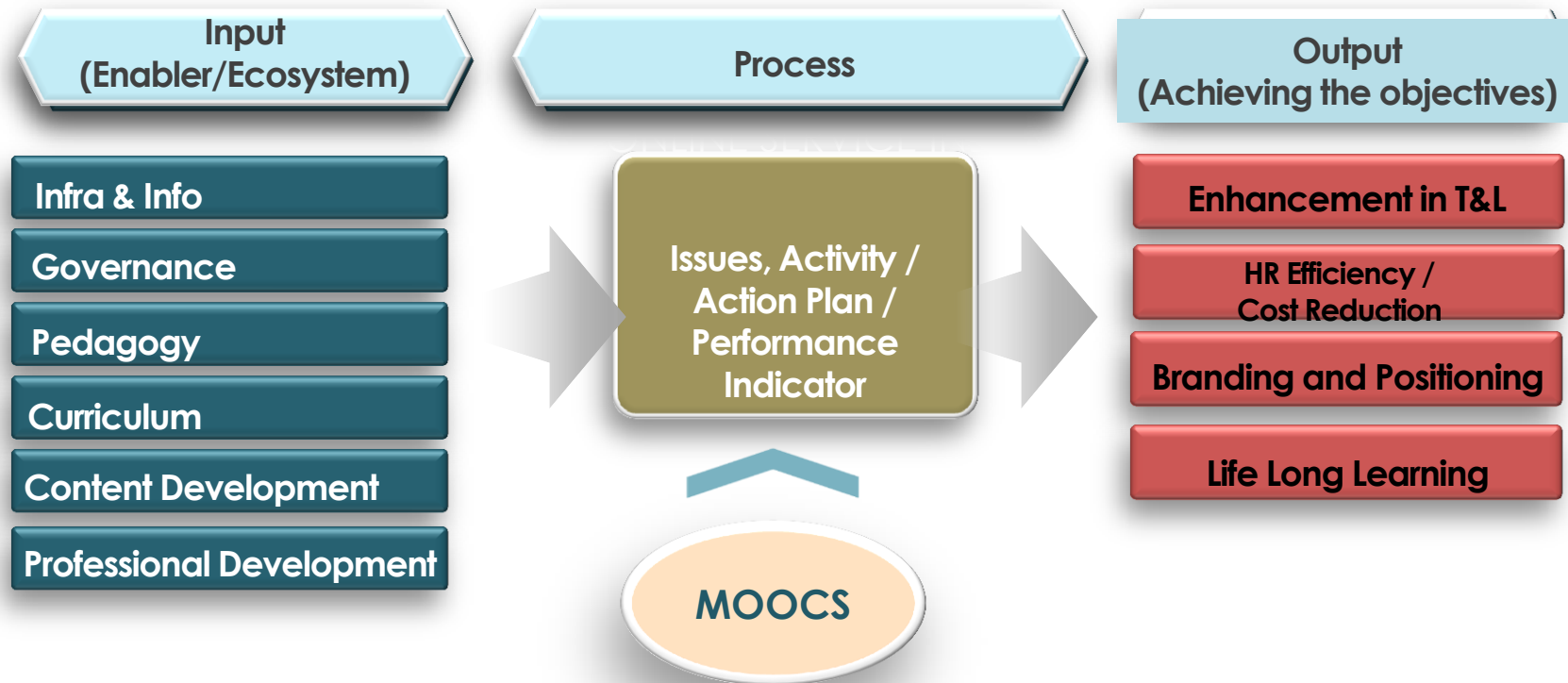
C Enabling global prominence through GOL

- Develop and update guidelines for curriculum revision and credit transfer mechanisms, in consultation with MQA; and
- Identify expertise and niche areas for global MOOC offerings; and
- Identify platform partners.

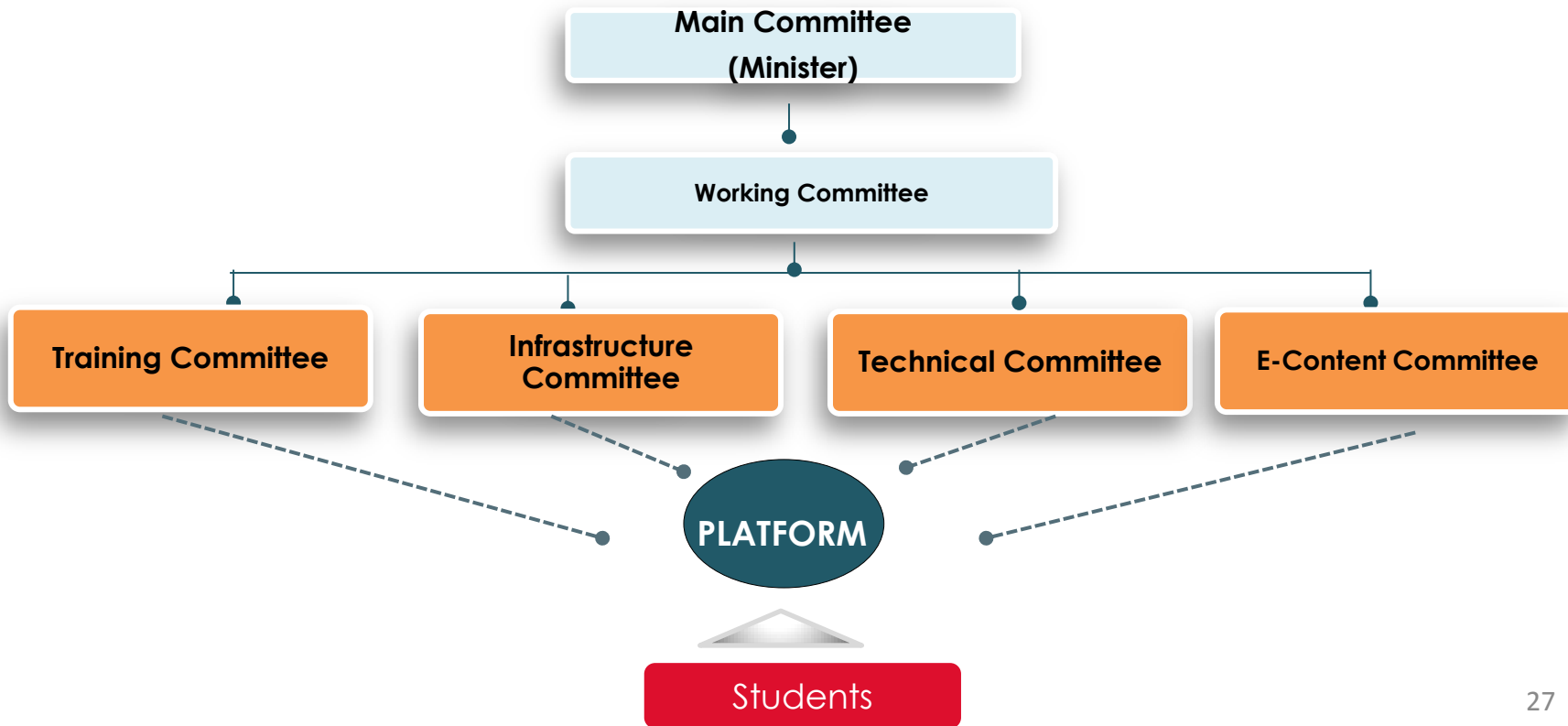
- Promote wide adoption of GOL in Malaysian HLIs and among the members of the public for lifelong learning; and
- Ensure GOL programmes receive the appropriate recognitions, including credit transfer.

- Review progress of existing initiatives and introduce new interventions where needed to further boost efficiency and effectiveness.

MOOCs IMPLEMENTATION MODEL



ORGANISATIONAL STRUCTURE



PLATFORM



- One of the top MOOC providers
- No cost to MOE (platform and hosting)
- Very Stable
- Provision of data and analytics
- Willing to update features to conform



List of MOOC Providers

1. **EdX** – A Not-For-profit enterprise with MIT and Harvard University.
2. **Coursera** – A social entrepreneurship company founded by Andrew Ng and Daphne Koller from Stanford University.
3. **NovoEd** – Rebranded version of Stanford's course projects.
4. **Udacity** – Udacity was an outgrowth of a course offered by Sebastian Thrun. It has offered their 'Introduction to Artificial Intelligence' course in 190 countries enrolled.
5. **Futurelearn** - The first UK-led multi-institutional MOOC. It is a private company that has enrolled over 1 million students around the world.
6. **OpenUpEd** - First Pan-European MOOC in 11 countries.
7. **iversity** – A company with a diverse international and collaboration network for academia.
8. **Open2Study** – An initiative of Open Universities Australia, a collaboration of several Australian universities.
9. **Canvas** – An open, online course network.
10. **10gen Education** - an online learning platform.
11. **OpenLearning**

with our future needs

- Users friendly in terms of course

Malaysia MOOCs Phase 1



Aims of Malaysia MOOCs

September 2014

Malaysia MOOC
launch

November 2014

Malaysia MOOCs
launched with
Higher Education
Blueprint



Malaysia MOOC Developers



Ethnic Relation
(Malay Language)



ICT Competency
(English)



TITAS
(Malay Language)



Entrepreneurship
(English)

MALAYSIA MOOCs

UKM MOOC

openlearning

Search...


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You have not watched this video. Set as watched.

T1LO1: Masyarakat Pelbagai Etnik di Malaysia



0:17 / 1:45

YouTube

Profil Pensyarah

Jaringan Ilmu

Penghargaan

Perkongsian Bahan

Kumpulan

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Related

- Aktiviti 3- Video 0
- Aktiviti 2- Kuiz 0
- Aktiviti 1- Refleksi Pengalaman Diri 0
- Perpaduan atau Kesepaduan 0
- Era-era Dalam Hubungan Etnik Di Malaysia 0
- Sejarah 0

UPM MOOC

Video Pengenalan Tamadun x

https://www.openlearning.com/courses/tamadunislamtamadunasia/Pages/VideoPengenalanTamadunIslam

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Panduan 0 Start an Activity

Modul & Aktiviti

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Aktiviti Pelajar TITAS

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- Video Tamadun Islam Sub Topik 2 0
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Video Pengenalan Tamadun Islam - Dr Hj Ahmad Nasir Mohd Yusoff

Tamadun Islam dan Tamadun Asia

TAMADUN ISLAM

SUB-TOPIK 01

PENGENALAN KEPADA TAMADUN ISLAM

```
graph TD; A[MAKSUD TAMADUN] --> B[Bahasa]; A --> C[Pengertian]; B --> D[Bahasa Arab]; B --> E[Bahasa Inggeris]; D --> F[Al-Madaniyyah]; E --> G[Civilization, Culture, Renaissance]; C --> H[Kehalusan Budi Pekerti]; C --> I[Pembangunan Pembandaran atau Penempatan];
```

1:23 / 10:14

TITAS - edited 14 days ago - history

Offline

Unimas MOOC

ICT Competency - ICT Con x

https://www.openlearning.com/courses/ictcompetency

openlearning

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MOE Malaysia

UNIMAS Portal

Acknowledgements

Invite your friends


0

Warm welcome to the course, everyone!

[All Announcements →](#)

Welcome to ICT Competency

UNIMAS MOOC: ICT Competency



0:32 / 2:33

Offline

UiTM MOOCs

TOPICS - Introduction to E x

https://www.openlearning.com/courses/introductiontoentrepreneurship/Schedule

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KEMENTERIAN PENDIDIKAN MALAYSIA

UNIVERSITI TEKNOLOGI MARA

MOOC MASSIVE OPEN ONLINE COURSES

Introduction to Entrepreneurship

Home

About the Course

The Instructors

Guidelines for Students

Introduce yourself

Topics

Groups

Appreciation

Gallery

Invite your friends

0

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5

TOPICS

INTRODUCTION TO ENTREPRENEURSHIP

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The course is divided into 4 topics:

Offline

Malaysia MOOCs

www.openlearning.com/malaysiamoocs

openlearning

Notifications **6**

Courses

Help



YOUR COURSES (4)



Tamadun Islam dan Tamadun Asia (TITAS)

★ 0 karma



5750



ICT Competency

★ 0 karma



2153



Kesepaduan & Hubungan Etnik di Malaysia

★ 2 karma



5035



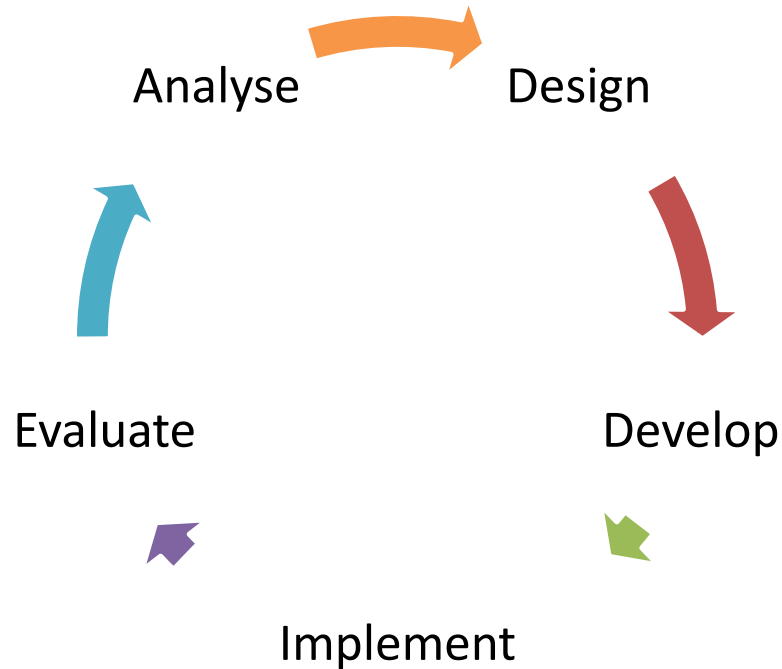
Introduction to Entrepreneurship

★ 0 karma

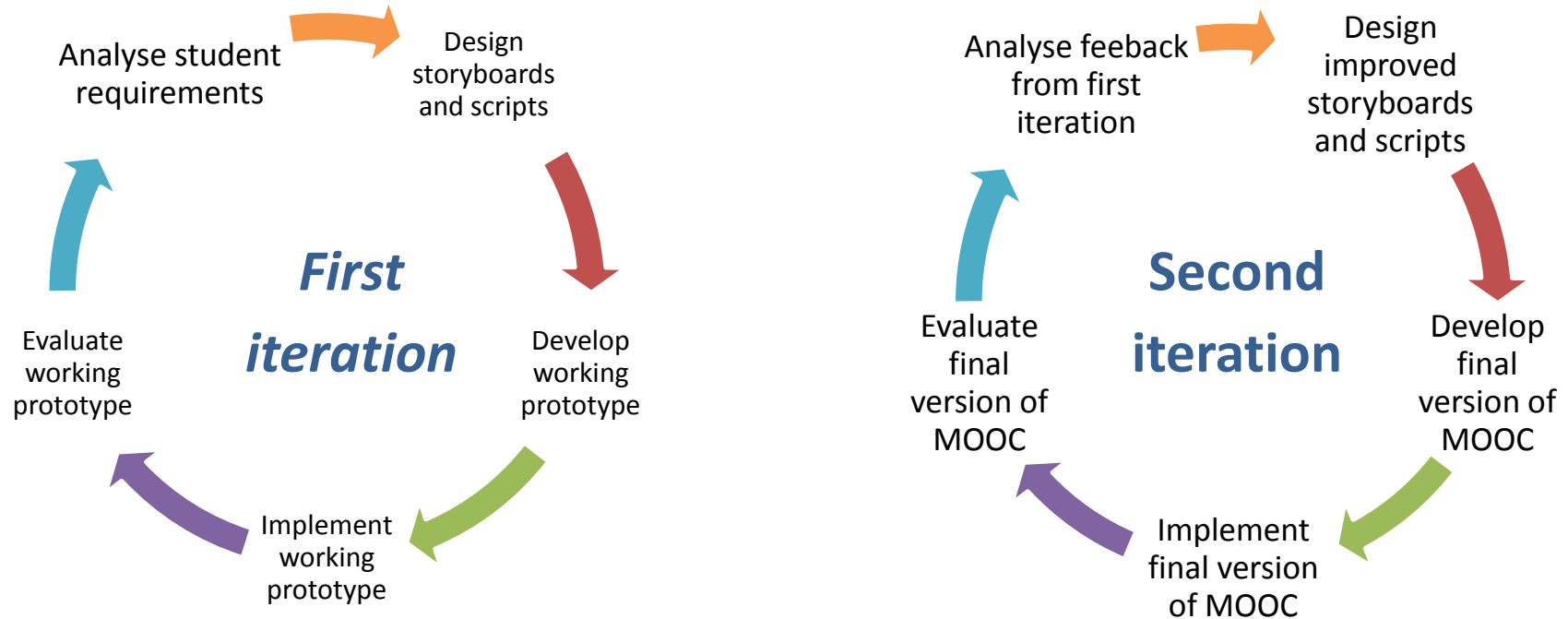


2942

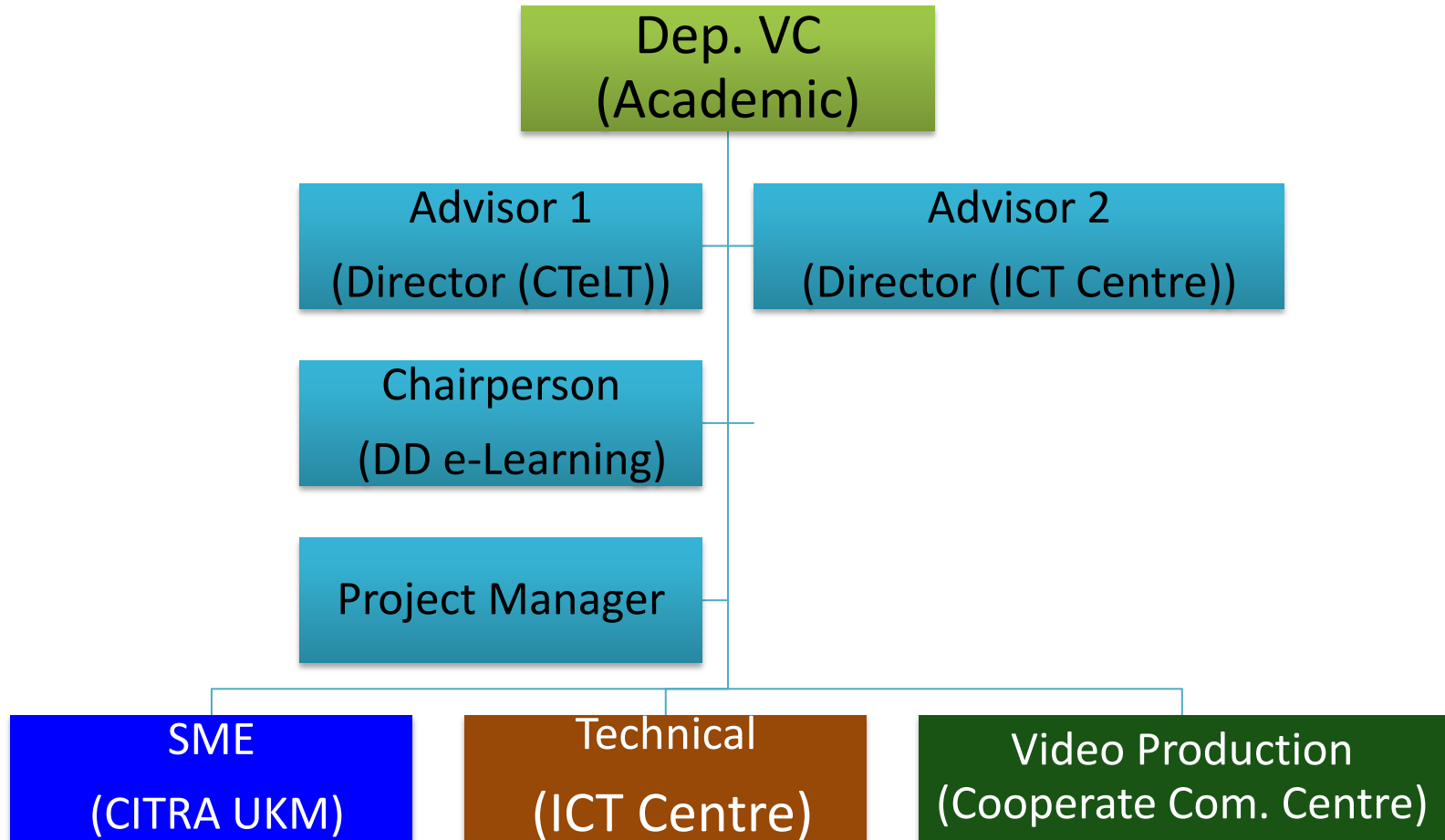
Development of MOOC- UKM Ethnic Relation Course



Iterative ADDIE Instructional Design Framework for the MOOC Development



UKM-MOOC Committee



First Iteration: Design Phase

MOOCs Strategies

- Improve Learning Experience
- Open learning
- autonomy
- Instructional Design
- Student Engagement

Educational Theories

- Constructivism
- Social Cognitive
- Cognitive Flexibility Theory
- Minimalism

E- content

- Identification of content to be developed
- Sharing of best practices
- Determination of media to be used

First Iteration: Analysis Phase

Need Analysis on Students
on Ethnic Relation Course

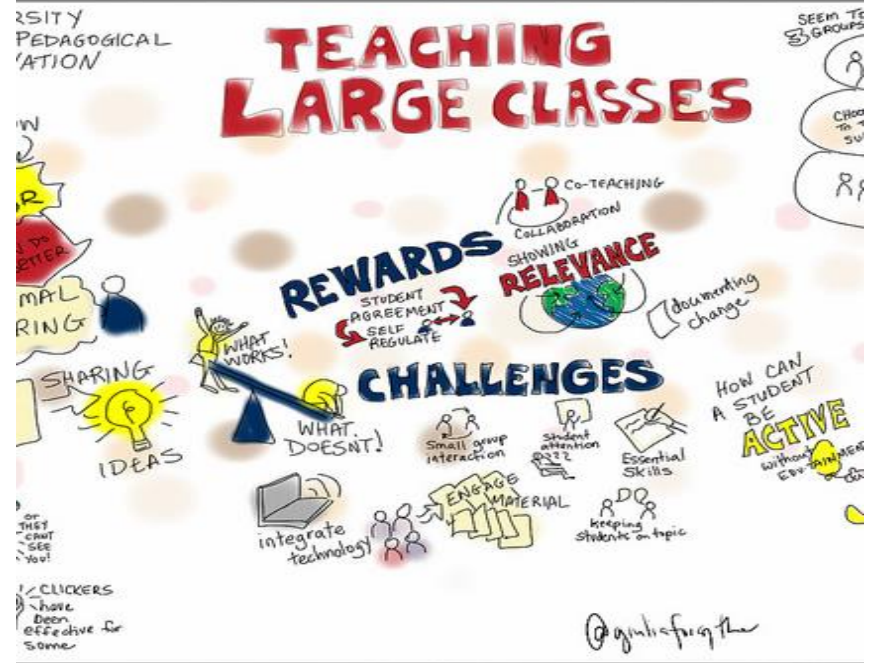
- Boring
- only one way communication
- No variety on teaching materials
- Very traditional
- Not fun



First Iteration: Analysis Phase

Need Analysis on Lecturers

- Large Classes
- Too much materials



First Iteration: Analysis Phase

- Identify lecturers who are teaching the course- Ethnic Relations
- Identify the 30% to be in MOOC mode
- Identify the MOOC concepts to be applied
- Identify the MOOC strategies- pedagogies to be applied
- Briefing to the subject matter experts (SME)
- Instructional Design Workshops to SME and Technical Committee

First Iteration: Analysis Phase

- Introduction of MOOC to UKM- the Ethnic Relation Lecturers



First Iteration: Analysis Phase

- Identify lecturers who are teaching the course- Ethnic Relations



First Iteration: Analysis Phase

Briefing to the subject matter experts (SME)



First Iteration: Analysis Phase

- Instructional Design Workshops to SME's and Technical Committee



First Iteration: Development Phase

storyboards
development

Scripts for the
content
developers

Storyboards
turned into a
working prototype

First Iteration: Development Phase

Information gathered from
Analysis and Design Phases are
applied to develop and created
the e-content in MOOC

First Iteration: Development Phase

Workshop on Web Design Tools



First Iteration: Development Phase

Video shooting session



First Iteration: Development Phase

Interview session with
content expert



Development Phase

Menurut Sejarah Melayu. Parameswara yang
di

Various way of delivering
facts



0:26

First Iteration: Implementation & Evaluation

MOOC prototype was tested with the subject matter experts to gain feedback on improvements

Evaluation Phase

Readiness, Suitability

Technology Acceptance

Content

Content Validation

- Workshop on content validation – held at AKEPT
- Feedbacks from Ethnic Relations MOOC to Panel of Experts from IHL
- Editing and Improvement

UKM MOOC

openlearning

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Courses

Help



KESEPADUAN & HUBUNGAN ETNIK
DI MALAYSIA



NORAZAH

★ 43 Karma

About Me

Edit

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Communities



Kesepaduan & Hubu...
moocukm
★ 34 Karma



Flipped Classroom
Abd Karim Alias
★ 5 Karma



ICT Competency
UNIMAS-MOOC
★ 4 Karma



Agriculture and Man
PutraMOOC
★ 0 Karma

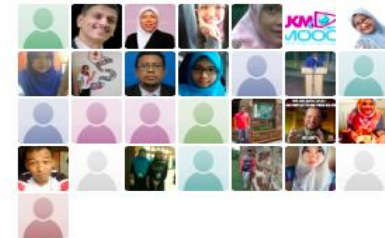


English Whit #1 Using...
UNSW Foundation
Studies
★ 0 Karma



Tamadun Islam dan T...
PUTRAMOOC
★ 0 Karma

Fans



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thoughts

0

ahmed gam



Online 42



The Launching of UKM-MOOC



Pelancaran Sesi BL, FL & MOOC HE UKM • 8 September 2014

Malaysia MOOC in OpenLearning



Notifications **40**

Courses

Help



UNSW Computing 1 - The Art of Programming

Computers and Technology

Self-paced

FREE



Richard Buckland

★ 8744 Karma

Students

👤 10436



Tamadun Islam dan Tamadun Asia (TITAS)

Humanities

On now

FREE



PUTRAMOOC

★ 84 Karma

Students

👤 7978



Kesepaduan & Hubungan Etnik di Malaysia

Humanities

Self-paced

FREE



moocukm

★ 126 Karma

Students

👤 6574



Services Marketing - Selling the Invisible

Business and Economics

Self-paced

FREE



Betina Crooks

★ 561 Karma

Students

👤 4541



Introduction to Entrepreneurship

Business and Economics



Services Marketing - The Next Level

Business and Economics



Entrepreneurship - Taylor's University

Business and Economics



ICT COMPETENCY

ICT Competency

ahmed gam



Online **34**



Development Phase



- Laman Muka
- Pengenalan
- Topik & Aktiviti
- Panduan
- Profil Pensyarah
- Jaringan Ilmu
- Penghargaan
- Perkongsian Bahan
- Kumpulan
- Galeri
- Course Feed
- Soalselidik MOOC
- Administer Students
- Course Setup



43

Administrator
Semester 1 Sesi 2014-2015 ▾

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Topik & Aktiviti » 2.0 Lensa Kesepaduan Sosial

2.4.4 Aktiviti 4 - Kuiz

Develop quizzes ⁶⁷ ☆



Azamri Mansor – edited 15 days ago – history

- 1 Kepelbagaian etnik dilihat sebagai suatu keadaan yang boleh diniagakan, ditari, dimakan, dan sebagainya. Kepelbagaian yang sebegini diangkat oleh Kementerian Kebudayaan dan Pelancongan serta diwar-warkan dalam Tahun Melawat Malaysia, misalnya.
- Penyataan di atas merujuk kepada wajah _____ kepelbagaian etnik.
- ☐ Positif
 - ☐ Negatif
 - ☐ Ideal
 - ☐ Pragmatik

- 2 Kepelbagaian etnik dilihat dari sudut perbezaan berbanding persamaan dan dikatakan sebagai potensi yang boleh membawa konflik. Pihak kerajaan telah menubuhkan Jabatan Perpaduan Negara dan Integrasi Nasional (JPNN) bagi menangani potensi-potensi konflik yang wujud akibat wajah kepelbagaian yang sebegini.
- Pernyataan di atas merujuk kepada wajah _____ kepelbagaian etnik.
- ☐ Positif
 - ☐ Negatif
 - ☐ Ideal
 - ☐ Pragmatik

- 3 Sila pilih jawapan yang tepat bagi mengisi tempat-tempat kosong di dalam pernyataan di bawah.
- ☐ perpaduan, penyatupaduan




Evaluation


Learning Analytics


Conducting research on MOOC
Acceptance


Co-research with MEIPTA MOOC
Team on Students' Perception

Learning Analytics (Class Analytics)


← → ↻ <https://www.openlearning.com/cohorts/admin/?course=courses/etnik&action=statistics>   

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**KESEPADUAN & HUBUNGAN ETNIK
DI MALAYSIA** 


Extra information to fill out. This course would like you to fill out some extra information. [Fill it out now >](#) 


Laman Muka
Pengenalan
Topik & Aktiviti
Panduan
Profil Pensyarah
Jaringan Ilmu
Penghargaan
Perkongsian Bahan
Kumpulan
Galeri
Course Feed
Soalselidik MOOC


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Semester 1 Sesi 2014-2015 [Start an Activity](#)


Open Semester 1 Sesi 2014-2015 (16900 students, 66828 comments, last active about an hour ago)

Class Analytics

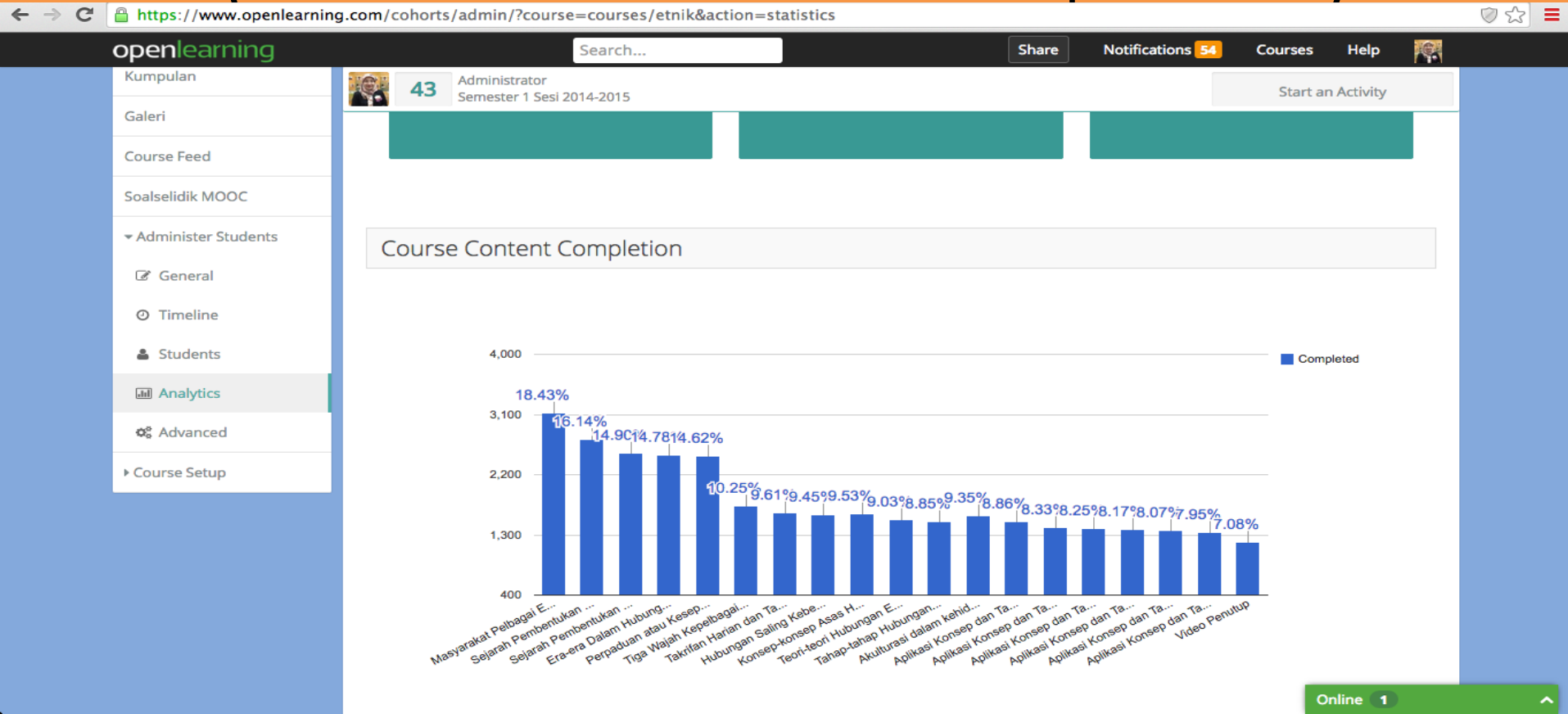
 **384
Pages**

 **66828
Comments**

 **16900
Students**

Online **0** 

Learning Analytics (Course Content Completion)



Learning Analytics (Task Completion)

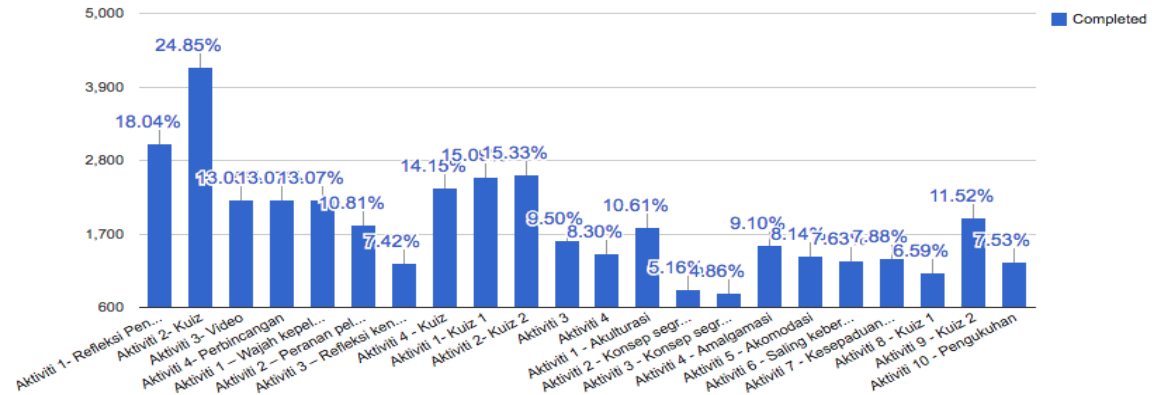


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Semester 1 Sesi 2014-2015

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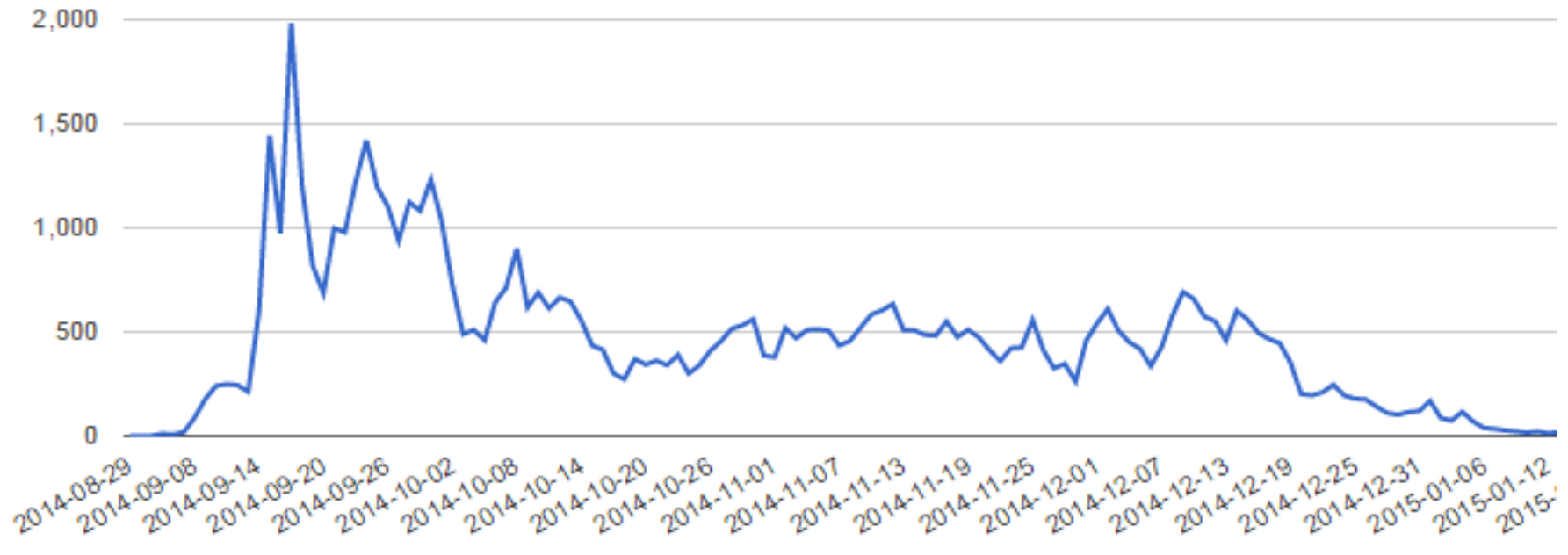
Task Completion (only content and activities in the progress bar)



Activities / Task Completion

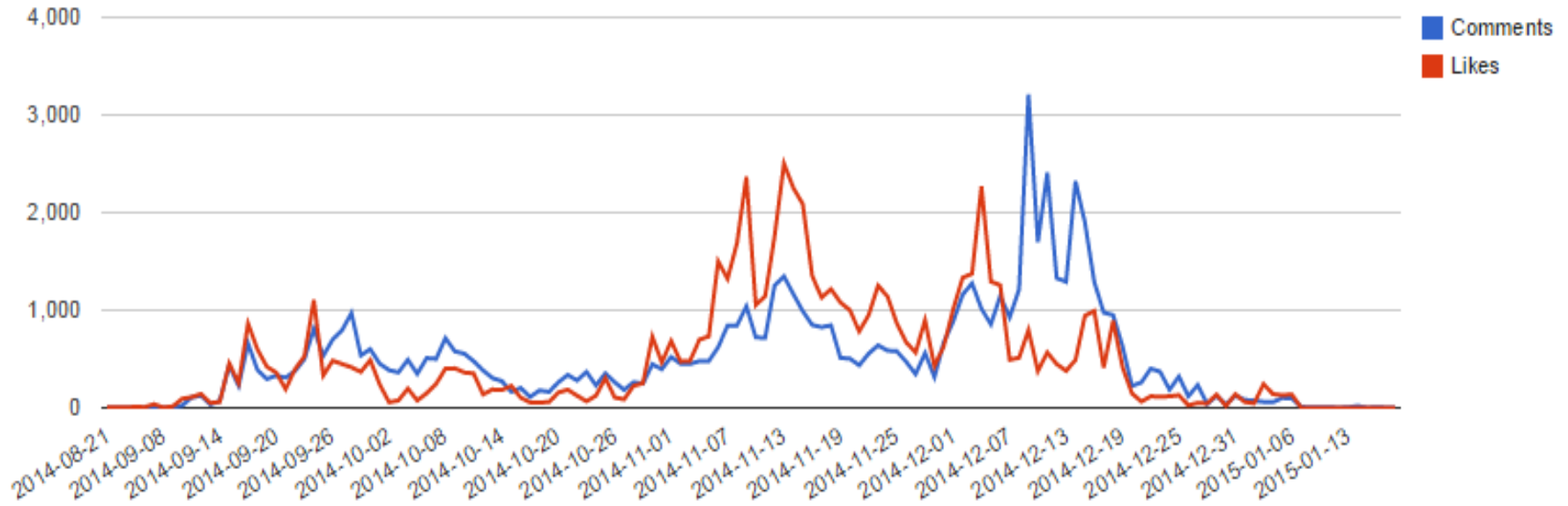
Overall Analytics of the MOOC

Daily active students of the MOOC

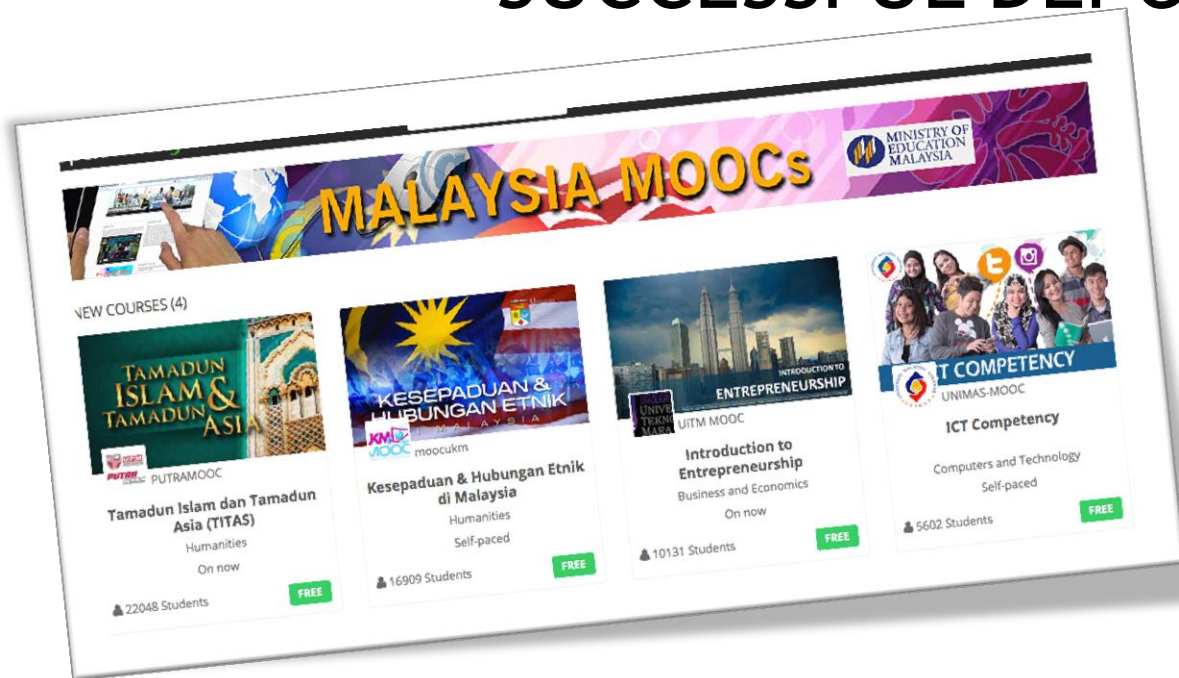


Overall Analytics of the MOOC

Number of Comments and 'Likes' from September 2014 to January 2015



SUCCESSFUL DEPLOYMENT



54,690

Total no. of enrollment

22,048

TITAS

16,909

Ethnic Relation

10,131

Intro to Entrepreneurship

5,602

Computer Literacy

53,721
HLIs Students

969
Others

LEARNING DESIGN

Item	Course	SD	D	NDNA	A	SA	N/A	Mean	SD
		N (%)	N (%)	N (%)	N (%)	N (%)	N (%)		
1. The course is well designed	TITAS	34 (0.9)	92 (2.5)	429 (11.6)	1827 (49.6)	617 (16.7)	685 (18.6)	3.97	.76
	Hubungan Etnik	21 (0.6)	57 (1.7)	346 (10.4)	1373 (41.3)	518 (15.6)	1010 (30.4)	4.00	.74
	Introduction to Entrepreneurship	15 (0.5)	54 (1.7)	326 (10.6)	1051 (34.1)	344 (11.1)	1296 (42.0)	3.92	.75
	ICT Competency	14 (0.5)	34 (1.2)	306 (10.6)	637 (22.1)	275 (9.5)	1617 (56.1)	3.89	.81
2. Learning through MOOC meets my learning needs.	TITAS	22 (0.6)	104 (2.8)	724 (19.7)	1739 (47.3)	406 (11.0)	684 (18.6)	3.80	.74
	Hubungan Etnik	19 (0.6)	83 (2.5)	522 (15.7)	1324 (39.9)	369 (11.1)	1003 (30.2)	3.84	.76
	Introduction to Entrepreneurship	17 (0.6)	66 (2.1)	473 (15.4)	979 (31.9)	247 (8.0)	1288 (42.0)	3.77	.77
	ICT Competency	14 (0.5)	43 (1.5)	339 (11.9)	636 (22.3)	232 (8.1)	1594 (55.8)	3.81	.81
3. The sequence of learning activities help my understanding of the subject matter.	TITAS	20 (0.5)	81 (2.2)	587 (16.0)	1821 (49.5)	490 (13.3)	679 (18.5)	3.89	.72
	Hubungan Etnik	17 (0.5)	64 (1.9)	449 (13.5)	1354 (40.8)	435 (13.1)	1000 (30.1)	3.92	.74
	Introduction to Entrepreneurship	16 (0.5)	53 (1.7)	424 (13.8)	1034 (33.7)	252 (8.2)	1285 (41.9)	3.82	.74
	ICT Competency	13 (0.5)	26 (0.9)	326 (11.4)	666 (23.2)	236 (8.2)	1599 (55.8)	3.86	.77

LEARNING DESIGN

4. The learning schedule (course plan/lesson plan) suits my learning pace.	TITAS	22 (0.6)	96 (2.6)	661 (18.0)	1799 (48.9)	421 (11.4)	678 (18.4)	3.83	.73
	Hubungan Etnik	21 (0.6)	75 (2.3)	495 (14.9)	1345 (40.6)	387 (11.7)	992 (29.9)	3.86	.76
	Introduction to Entrepreneurship	14 (0.5)	67 (2.2)	478 (15.6)	997 (32.5)	229 (7.5)	1281 (41.8)	3.76	.75
	ICT Competency	12 (0.4)	38 (1.3)	358 (12.5)	656 (22.9)	201 (7.0)	1603 (55.9)	3.79	.78
5. Opportunity to interact with large number of students is beneficial to my learning. The quizzes enhanced my understanding of the course	TITAS	22 (0.6)	154 (4.2)	645 (17.5)	1636 (44.4)	544 (14.8)	681 (18.5)	3.84	.80
	Hubungan Etnik	22 (0.7)	94 (2.8)	490 (14.8)	1238 (37.3)	477 (14.4)	1000 (30.1)	3.88	.81
	Introduction to Entrepreneurship	15 (0.5)	79 (2.6)	431 (14.0)	947 (30.8)	321 (10.4)	1282 (41.7)	3.83	.80
	ICT Competency	9 (0.3)	45 (1.6)	341 (11.9)	647 (22.5)	231 (8.0)	1597 (55.6)	3.82	.79
6. The quizzes enhanced my understanding of the topics covered.	TITAS	15 (0.4)	68 (1.8)	551 (15.0)	1796 (48.8)	566 (15.4)	683 (18.6)	3.94	.71
	Hubungan Etnik	20 (0.6)	50 (1.5)	444 (13.4)	1306 (39.4)	492 (14.8)	1006 (30.3)	3.95	.75
	Introduction to Entrepreneurship	17 (0.6)	50 (1.6)	410 (13.3)	1016 (33.0)	300 (9.7)	1286 (41.8)	3.85	.76
	ICT Competency	9 (0.3)	31 (1.1)	314 (10.9)	663 (23.1)	254 (8.8)	1605 (55.8)	3.88	.77

LEARNING DESIGN

7. Additional resources reinforced my understanding.	TITAS	12 (0.3)	40 (1.1)	433 (11.8)	1920 (52.2)	599 (16.3)	676 (18.4)	4.02	.66
	Hubungan Etnik	15 (0.5)	33 (1.0)	369 (11.1)	1409 (42.5)	498 (15.0)	995 (30.0)	4.01	.70
	Introduction to Entrepreneurship	11 (0.4)	28 (0.9)	349 (11.4)	1090 (35.5)	314 (10.2)	1281 (41.7)	3.93	.70
	ICT Competency	10 (0.3)	20 (0.7)	298 (10.4)	680 (23.7)	260 (9.1)	1598 (55.8)	3.91	.75
8. Assignments given helped me to achieve the learning objectives.	TITAS	20 (0.5)	79 (2.1)	509 (13.8)	1803 (49.0)	592 (16.1)	678 (18.4)	3.96	.73
	Hubungan Etnik	18 (0.5)	63 (1.9)	400 (12.1)	1334 (40.2)	510 (15.4)	993 (29.9)	3.97	.75
	Introduction to Entrepreneurship	12 (0.4)	44 (1.4)	364 (11.9)	1039 (33.8)	331 (10.8)	1280 (41.7)	3.91	.73
	ICT Competency	13 (0.5)	27 (0.9)	303 (10.6)	655 (22.9)	268 (9.4)	1599 (55.8)	3.90	.79
9. I am able to accomplish the activities on my own.	TITAS	19 (0.5)	109 (3.0)	702 (19.1)	1750 (47.5)	425 (11.5)	678 (18.4)	3.82	.74
	Hubungan Etnik	12 (0.4)	74 (2.2)	539 (16.2)	1306 (39.3)	393 (11.8)	997 (30.0)	3.86	.74
	Introduction to Entrepreneurship	16 (0.5)	80 (2.6)	498 (16.2)	960 (31.2)	240 (7.8)	1279 (41.6)	3.74	.78
	ICT Competency	12 (0.4)	39 (1.4)	375 (13.1)	633 (22.1)	208 (7.3)	1601 (55.8)	3.78	.79

LEARNING DESIGN

10. I am able to follow the course at my own pace.	TITAS	15 (0.4)	100 (2.7)	570 (15.5)	1914 (52.0)	398 (10.8)	684 (18.6)	3.86	.69
	Hubungan Etnik	12 (0.4)	67 (2.0)	478 (14.4)	1413 (42.5)	349 (10.5)	1008 (30.3)	3.87	.71
	Introduction to Entrepreneurship	11 (0.4)	48 (1.6)	444 (14.5)	1052 (34.2)	220 (7.2)	1297 (42.2)	3.80	.71
	ICT Competency	9 (0.3)	43 (1.5)	333 (11.6)	683 (23.8)	183 (6.4)	1620 (56.4)	3.79	.76
Overall mean								3.92	

CONTENT

Item	Course	SD	D	NDNA	A	SA	N/A	Mean	SD
		N (%)	N (%)	N (%)	N (%)	N (%)	N (%)		
1. The content covers the essential aspects of the course.	TITAS	15 (0.4)	66 (1.8)	557 (15.2)	1929 (52.5)	422 (11.5)	685 (18.6)	3.90	.67
	Hubungan Etnik	15 (0.5)	37 (1.1)	456 (13.7)	1442 (43.4)	367 (11.0)	1008 (30.3)	3.91	.69
	Introduction to Entrepreneurship	12 (0.4)	33 (1.1)	404 (13.2)	1079 (35.1)	244 (7.9)	1299 (42.3)	3.85	.69
	ICT Competency	10 (0.3)	19 (0.7)	317 (11.1)	692 (24.1)	213 (7.4)	1616 (56.4)	3.86	.73
2. The content is clear and understandable	TITAS	16 (0.4)	76 (2.1)	455 (12.4)	1920 (52.2)	527 (14.3)	682 (18.6)	3.96	.69
	Hubungan Etnik	19 (0.6)	43 (1.3)	377 (11.3)	1418 (42.6)	461 (13.9)	1008 (30.3)	3.97	.71
	Introduction to Entrepreneurship	12 (0.4)	48 (1.6)	344 (11.2)	1086 (35.4)	284 (9.3)	1293 (42.2)	3.89	.72
	ICT Competency	10 (0.3)	27 (0.9)	306 (10.7)	674 (23.5)	233 (8.1)	1620 (56.4)	3.87	.76
3. The content is well organized.	TITAS	23 (0.6)	86 (2.3)	512 (13.9)	1838 (50.0)	534 (14.5)	682 (18.6)	3.93	.73
	Hubungan Etnik	20 (0.6)	56 (1.7)	410 (12.3)	1406 (42.3)	426 (12.8)	1006 (30.3)	3.93	.73
	Introduction to Entrepreneurship	17 (0.6)	35 (1.1)	381 (12.4)	1060 (34.6)	282 (9.2)	1293 (42.1)	3.88	.72
	ICT Competency	13 (0.5)	22 (0.8)	307 (10.7)	673 (23.5)	236 (8.2)	1618 (56.4)	3.88	.76

CONTENT

4. The use of multimedia in the course is interesting.	TITAS	29 (0.8)	102 (2.8)	484 (13.2)	1691 (46.0)	688 (18.7)	679 (18.5)	3.97	.78
	Hubungan Etnik	21 (0.6)	76 (2.3)	401 (12.1)	1237 (37.2)	583 (17.5)	1004 (30.2)	3.99	.80
	Introduction to Entrepreneurship	19 (0.6)	71 (2.3)	382 (12.4)	943 (30.7)	363 (11.8)	1293 (42.1)	3.88	.81
	ICT Competency	14 (0.5)	31 (1.1)	287 (10.0)	595 (20.7)	332 (11.6)	1613 (56.2)	3.95	.83
5. The course activities are useful for my learning.	TITAS	21 (0.6)	82 (2.2)	530 (14.4)	1808 (49.2)	552 (15.0)	681 (18.5)	3.93	.73
	Hubungan Etnik	21 (0.6)	51 (1.5)	412 (12.4)	1351 (40.6)	479 (14.4)	1010 (30.4)	3.96	.74
	Introduction to Entrepreneurship	13 (0.4)	47 (1.5)	353 (11.5)	1033 (33.7)	324 (10.6)	1293 (42.2)	3.91	.74
	ICT Competency	12 (0.4)	20 (0.7)	285 (9.9)	657 (22.9)	277 (9.7)	1614 (56.3)	3.93	.77
6. The content met the learning outcomes.	TITAS	17 (0.5)	59 (1.6)	558 (15.2)	1885 (51.3)	476 (13.0)	680 (18.5)	3.92	.68
	Hubungan Etnik	13 (0.4)	40 (1.2)	443 (13.3)	1416 (42.6)	397 (11.9)	1014 (30.5)	3.93	.69
	Introduction to Entrepreneurship	7 (0.2)	26 (0.8)	413 (13.5)	1063 (34.7)	263 (8.6)	1295 (42.2)	3.87	.68
	ICT Competency	9 (0.3)	21 (0.7)	314 (10.9)	679 (23.7)	230 (8.0)	1617 (56.3)	3.88	.74

7. Overall, the quality of content is satisfactory.	TITAS	19 (0.5)	64 (1.7)	464 (12.6)	1905 (51.8)	543 (14.8)	680 (18.5)	3.96	.69
	Hubungan Etnik	16 (0.5)	33 (1.0)	366 (11.0)	1461 (44.0)	436 (13.1)	1005 (30.3)	3.98	.68
	Introduction to Entrepreneurship	10 (0.3)	27 (0.9)	368 (12.0)	1088 (35.5)	280 (9.1)	1289 (42.1)	3.90	.68
	ICT Competency	9 (0.3)	21 (0.70)	303 (10.6)	678 (23.7)	243 (8.5)	1608 (56.2)	3.90	.75
8. The following activities are useful for my learning:	Watching Video	26 (0.6)	78 (1.8)	517 (12.2)	2659 (62.5)	975 (22.9)	26 (0.6)	4.05	.69
	Forum	46 (1.2)	235 (5.9)	1131 (28.5)	2128 (53.6)	429 (10.8)	46 (1.2)	3.67	.79
	Assignment	30 (0.7)	127 (3.1)	716 (17.5)	2581 (63.2)	630 (15.4)	30 (0.7)	3.89	.71
	Quiz	25 (0.6)	95 (2.3)	621 (15.2)	2598 (63.8)	734 (18.0)	25 (0.6)	3.96	.69
	Group Activity	36 (0.9)	132 (3.3)	733 (18.1)	2418 (59.6)	739 (18.2)	36 (0.9)	3.91	.75
	Interactive Presentation	34 (0.9)	144 (3.6)	760 (19.1)	2327 (58.5)	710 (17.9)	34 (0.9)	3.89	.76
	Self-learning	24 (0.6)	92 (2.3)	575 (14.1)	2584 (63.6)	791 (19.5)	24 (0.6)	3.99	.69
9. The additional resources are helpful (eg: link to websites, readings and social media outside OpenLearning).		17 (0.4)	25 (0.6)	498 (11.2)	2970 (66.8)	939 (21.1)	17 (0.4)	4.08	.61

Overall mean 3.95

ENHANCEMENT IN TEACHING AND LEARNING

Item		SD	D	NDNA	A	SA	Mean	SD
		N (%)	N (%)	N (%)	N (%)	N (%)		
1. MOOC enhances my learning experiences.		9 (0.2)	55 (1.2)	920 (20.7)	3027 (68.0)	438 (9.8)	3.86	0.59
2. learn more effectively using MOOC.		10 (0.2)	115 (2.6)	1311 (29.5)	2635 (59.2)	378 (8.5)	3.73	0.66
3. Learning via MOOC is enjoyable.		17 (0.4)	129 (2.9)	1161 (26.1)	2657 (59.7)	485 (10.9)	3.78	0.69
4. The Learning via MOOC help me to:	Remember (facts)	10 (0.2)	116 (2.7)	1179 (27.1)	2704 (62.0)	349 (8.0)	3.75	0.64
	Understand (concepts, principles, processes)	7 (0.2)	68 (1.6)	834 (19.2)	2918 (67.2)	516 (11.9)	3.89	0.61
	Apply (what I have learned)	9 (0.2)	107 (2.5)	1217 (28.3)	2546 (59.1)	426 (9.9)	3.76	0.67
	Analyze (situation)	8 (0.2)	101 (2.4)	1217 (28.5)	2553 (59.8)	388 (9.1)	3.75	0.65
	Evaluate (issues)	6 (0.1)	95 (2.2)	1178 (27.6)	2605 (61.1)	379 (8.9)	3.76	0.64
	Create (ideas, solutions, innovation, problem solving)	7 (0.2)	91 (2.1)	1146 (26.8)	2561 (59.9)	469 (11.0)	3.79	0.66

5. Learning via MOOC enhances the following skills:	ICT	12 (0.3)	112 (2.6)	850 (19.5)	2791 (63.9)	600 (13.7)	3.88	0.67
	Problem Solving	6 (0.1)	98 (2.3)	1039 (24.3)	2695 (63.0)	441 (10.3)	3.81	0.64
	Critical Thinking	5 (0.1)	97 (2.3)	1058 (24.6)	2659 (61.9)	478 (11.1)	3.82	0.65
	Communication	20 (0.5)	156 (3.6)	1136 (26.6)	2485 (58.1)	480 (11.2)	3.76	0.71
	Entrepreneurship	20 (0.5)	193 (4.6)	1360 (32.1)	2290 (54.0)	375 (8.8)	3.66	0.72
	Writing	11 (0.3)	167 (3.9)	1228 (28.9)	2436 (57.4)	404 (9.5)	3.72	0.70
	Collaboration (working together)	19 (0.4)	144 (3.4)	1082 (25.2)	2527 (58.9)	517 (12.1)	3.79	0.71
	Leadership	35 (0.8)	210 (5.0)	1378 (32.7)	2181 (51.7)	415 (9.8)	3.65	0.76
6. Learning via MOOC enhances the following values:	Respectfulness	8 (0.2)	80 (1.9)	1070 (25.1)	2593 (60.8)	512 (12.0)	3.87	0.64
	Caring	8 (0.2)	80 (1.9)	1070 (25.1)	2593 (60.8)	512 (12.0)	3.83	0.66
	Honesty	18 (0.4)	95 (2.2)	981 (22.8)	2672 (62.1)	538 (12.5)	3.84	0.67
	Generosity	8 (0.2)	56 (1.3)	1009 (23.7)	2658 (62.4)	529 (12.4)	3.86	0.64
	Helpfulness	3 (0.1)	55 (1.3)	769 (17.7)	2839 (65.5)	670 (15.5)	3.95	0.62
	Ethical	12 (0.3)	52 (1.2)	819 (19.1)	2770 (64.7)	628 (14.7)	3.92	0.64
Overall mean 3.80								

Malaysia MOOC- Phase 2



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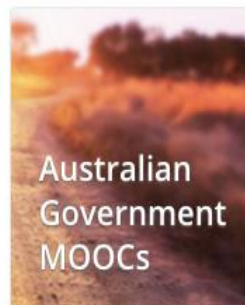
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3

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Announcements

16 Jul

Australia's first ever Teach-A-Thon workshop! At OpenLearning HQ

Hi everyone!

I hope you are well and are having an awesome time creating your course on OpenLearning :)

We are super excited to announce that OpenLearning is hosting Australia's First... [show more >>](#)

03 Feb

Course progress huzzahs and high fives!

Hi everyone!

It's been a little while since I've sent out a course email - I wanted to check in and see how everyone's course design is coming along! :)

Post any questions you have in... [show more >>](#)

26 Nov

Getting feedback and awesome challengey activities

Hi everyone,

There's some great progress happening throughout the course so far! Hopefully you've all had the opportunity to work through the first couple of modules and are now getti... [show more >>](#)

[All Announcements →](#)



ISSUES AND CHALLENGES

- i. Broadband and wifi access
- ii. Various level of readiness and capacity in developing MOOC among Malaysia HIs
- iii. Common courses across Higher Learning Institutions – Credit transfer mechanism
- iv. Life long learning Enculturation among Malaysian public
- v. Human capital
- vi. Budget



Design a MOOC – Think Granular!

Why do students drop-out of MOOCs? What can be done to improve MOOC completion rates?

Ten Most Popular MOOCs Starting in November 2015

READ

MOOCs and Their Drop-out Problem

- Week 4 is crucial!
- 3 types of MOOC students- enrolled, active and completers!
- Lesson learned: REDESIGN the MOOC- Granular Approach

How to reduce drop-out rate?

- Drop-out point is at Week 4 and Week 5 - Apply Granular Approach
- Some students do not intend to complete the whole course, they do not go for certificate – try giving Badge after completion of each module
- Increase rich student engagement activities

THANK YOU