‘MOOCs Going global, giving access - miracle or myth’

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Adam Habib

Key Features

C focus on Networking ⟷ **X** focus on Scalability

M
MASSIVE
500 – 50,000 students

Free of Charge
Open Content
Affordable

O
OPEN
Open Registration

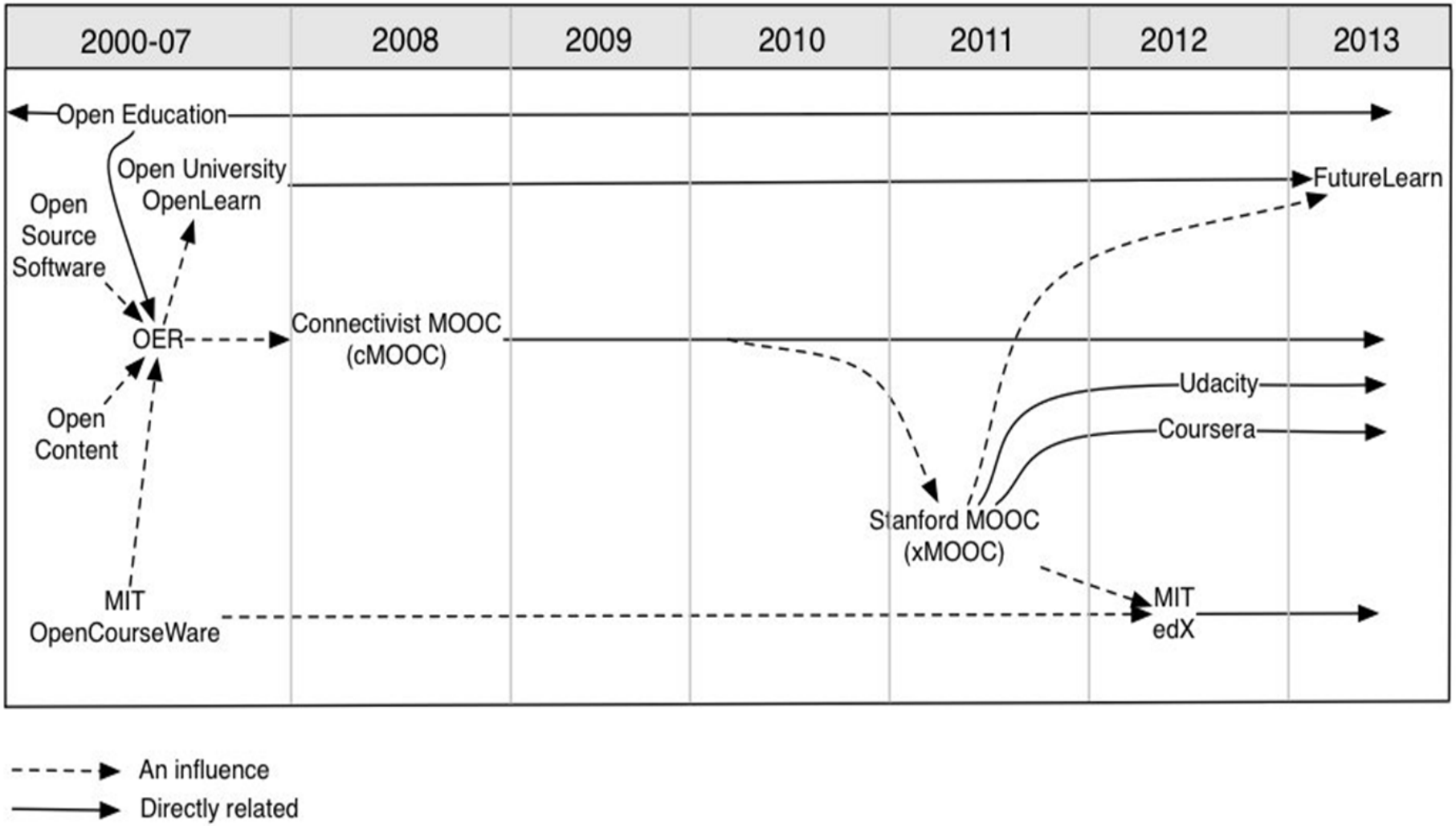
O
ONLINE
Global

Quiz/Feedback
Role of Facilitator?
Flexible start-end dates

C
COURSE
Credits or 'Badge' for a fee
Self-paced
Learning Community

Adopted from http://www.wamda.com/2013/05/what-are-moocs-what-mean-for-middle-east

History



Yuan, Li, and Stephen Powell. MOOCs and Open Education: Implications for Higher Education White Paper. University of Bolton: CETIS, 2013. p.6

Claims

- ‘Democratisation of Education’
  - Assumes equitable education background and ‘agency’ of people
  - Adopts a ‘Western’ Model of education based on achieving learning outcomes which may have no relevance to lives of impoverished people who have few job prospects
  - Benefits a small group of people who have access to ICT/internet
- ‘Internationalisation of Education’ through globally networked learning environments
  - Assumes the use of open educational resources whereas ‘for profit’ providers exist behind proprietory ‘walls’
  - Assumes a level of competency in English language since majority of MOOCs offered in English
- Quality
  - Assumes ‘content’ mastery vs knowledge, skills and attitudes that are relevant to developing-world context that have social and economic impact
  - Assumes online learning is equitable to F2F learning experience
  - Assumes ‘leading’ brand institutions (based on research productivity) are also providing quality online learning opportunities

Claims (2)

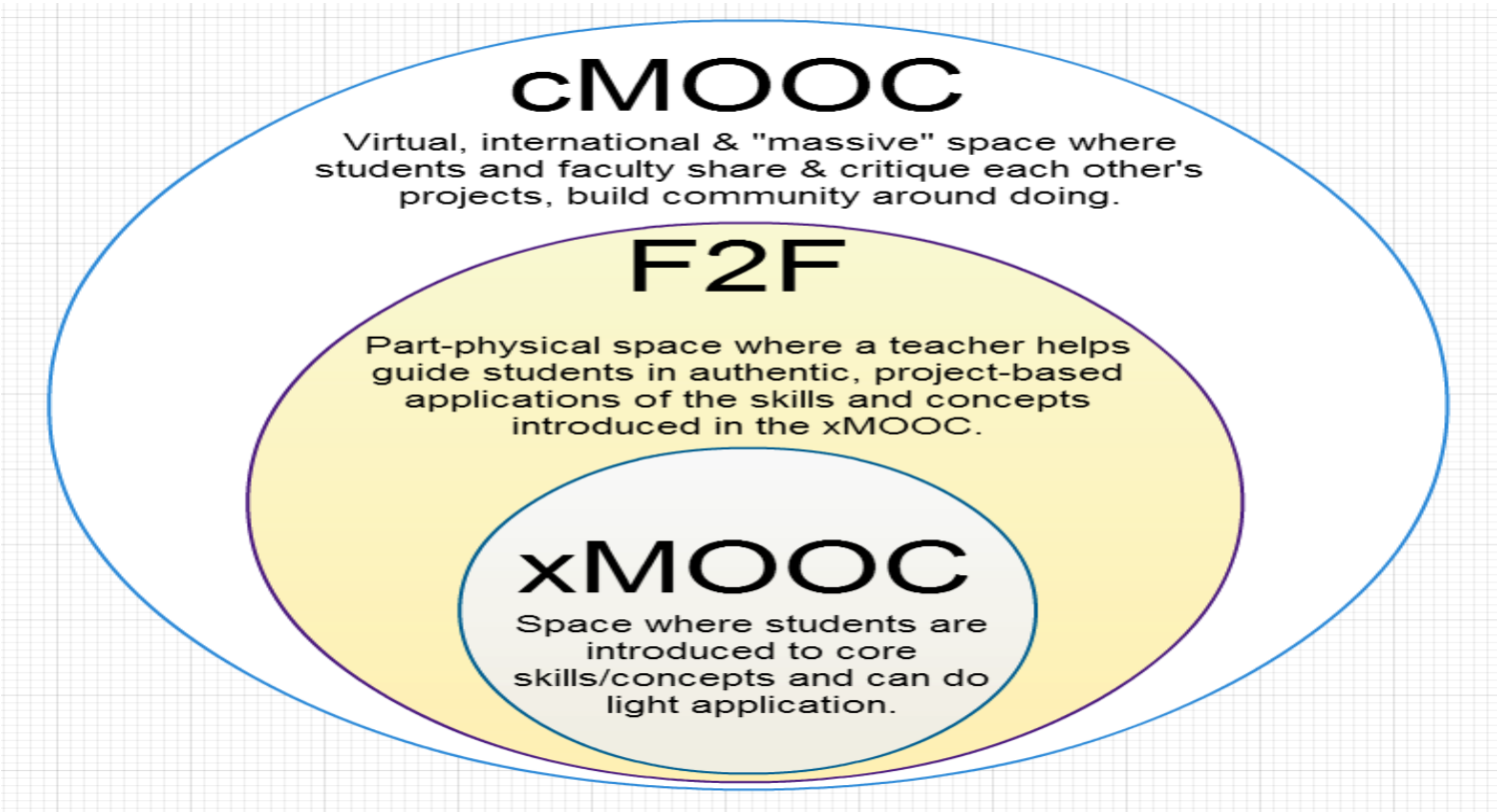
- Access
  - Assumes 'Access *with* Success' whereas MOOCs have notoriously low success rates (approximately 10% or less)
  - Most people who successfully complete MOOCs already have a university degree (according to recent research at the University of Pennsylvania)
- MOOCs provide an opportunity to develop new pedagogies
  - XMOOC teaching strategies rely primarily on information transmission and computer-marked (Quiz) assessments
- ICT is ubiquitous
  - Assumes advanced level of ICT knowledge & skills and access to digital technologies, ICT infrastructure and connectivity/bandwidth

Issues for Debate

- ‘Unequal’ Partnerships that do not build local capacity for education, research and knowledge production
- ‘Cultural imperialism’ impacting on local cultural norms and educational traditions
- ‘Two-tier’ global education system with small ‘elites’ and majority of students in developing world ‘making do’ with inferior MOOC learning experiences
- Expansionist (for profit) Providers vs Public ‘Good’
- Open Registration vs Certification (at a cost)
- Traditional (xMOOC) vs Connectivist (cMOOC) Pedagogies that impact on the nature of learning
- Students as Consumers of ‘Western’ notions of knowledge vs Producers of context-embedded knowledge
- Unrealistic expectations that one will get a ‘leading’ brand quality education with little more than a laptop and 3G internet connectivity

Possible Solution

- Collaboration between Partner Institutions
- Enrichment of F2F Provision



http://www.educause.edu/blogs/mcaulfield/xmooc-communities-should-learn-cmoocs