

Using MOOC to Enhance Higher Education Quality and Access



Dr. Nurbiha A Shukor
Creative Multimedia and Learning Technology Manager
Center for Academic Leadership UTM, UTMLead
Universiti Teknologi Malaysia

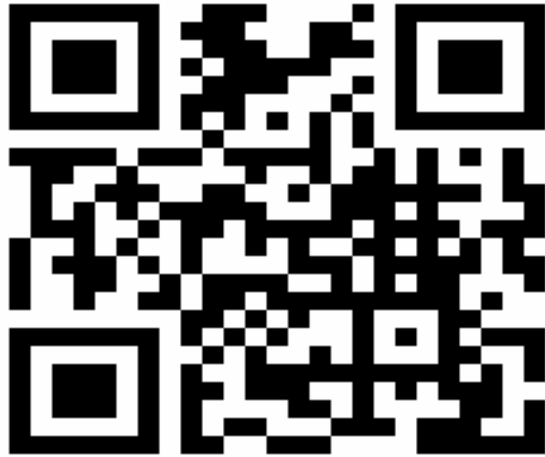




Hello!



Scan here to visit
UTM-MOOC



PROGRAMS/COURSES OFFERED

As of June 2018, 12 courses are live on UTM MOOC. These are among the popular courses offered in UTM MOOC:

- 01 Web Based Multimedia Development
- 02 Data Structures & Algorithms
- 03 Mechanical & Electrical Works Measurement
- 04 Research Method in Education
- 05 Web Programming
- 06 Blended Learning
- 07 Edu Muallaf Akidah
- 08 Edu Muallaf Fiqh Ibadah
- 09 Highway Engineering
- 10 Application of Statistics in Educational Research
- 11 Digital Electronics



Outline

- MOOC & Quality Education
- Using MOOC Global Competitiveness to drive HE quality
- Key Issues
- Quality Assurance in MOOC

SUSTAINABLE DEVELOPMENT GOALS



MOOC: An Overview





Types of MOOC

1

cMOOC

Based on
connectivism
learning
theory.



3

Other MOOC

transferMOOC
synchMOOC
asynchMOOC
adaptiveMOOC



2

xMOOC

Based on
behaviourism
learning
theory





MOOC's Role: Improve access to quality education

Week 5 - Groups, Networks and Collectives

Dates: February 14 - 21, 2011

Overview

Readings

- Stephen Downes, [Groups Vs Networks: The Class Struggle Continues](#)
- Stephen Downes, [That Group Feeling](#)
- Stephen Downes, [Groups and Networks](#) (video; here's the [image](#) from the video)
- George Siemens, [Group and Network](#) (Elluminate presentation)
- Terry Anderson and John Dron, [Collectives, Networks and Groups in Social Software for E-Learning](#)
- Stephen Downes, [7 Habits of Highly Connected People](#)

Seminars

- *Wednesday*: Live Session: Location: [Elluminate](#) Maarten de Laat
Time: 8:00 p.m. Moscow; 5:00 p.m. London; 12 noon New York; 9:00 a.m. Los Angeles;
midnight Thursday Beijing
- *Friday*: Live Session: Location: [Elluminate](#) Facilitator's discussion.
Time: 8:00 p.m. Moscow; 5:00 p.m. London; 12 noon New York; 9:00 a.m. Los Angeles;
midnight Saturday Beijing

Activities

[\[Week 4\]](#) [\[Outline\]](#) [\[Week 6\]](#)

<http://cck11.mooc.ca/>




cMOOC



MOOC's Role: Improve access to quality education



xMOOC



CurtinX: EDU1x

Analytics for the Classroom Teacher

Help

Course



Discussion



Course Syllabus



Progress



Course > Module 1 - Introduction to educational data for supporting data-driven decision-making in school education > 1.1 Educational data for decision-making in schools > What is educational data for school data-driven decision-making?



< Previous



 



 


 


 




What is educational data for school data-driven decision-making?



[Bookmark this page](#)


Educational data can be broadly defined as:


"information that is collected and organised to represent some aspect of schools. This can include any relevant information about students, parents, schools, and teachers derived from qualitative and quantitative methods of analysis." (Lai & Schildkamp, 2013 - p. 10)


As this definition suggests, educational data is not restricted to students' grades in national exams and standardised tests (though that is a common misconception). Instead, educational data comprises a wide range of data generated by various sources, both internal (school- or classroom-specific data) and external (state and/or district data) to the school.



























VERIFIED
CERTIFICATE of ACHIEVEMENT



Curtin University


This is to certify that

Nurbiha A Shukor


successfully completed and received a passing grade in

EDU1x: Analytics for the Classroom Teacher

a course of study offered by CurtinX, an online learning initiative of Curtin University through edX.



Professor Jill Downie
Deputy Vice-Chancellor, Academic
Curtin University



VERIFIED CERTIFICATE
Issued November 2, 2018

VALID CERTIFICATE ID
[b8a023f13144aa4b92a758b269bdf7](#)

MOOC: Access to Education vs Marketing Exercise?



Why Study on a MOOC?

MOOC Participant Motivations

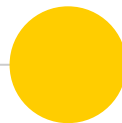
Category	FCT n (%), rank	IDS n (%), rank	COMBINED n (%)
Relevance to current role	97 (32.0%) 1	151 (22.6%) 3	248 (25.6%)
Learning content	82 (27.1%) 2	227 (34.0%) 1	309 (31.9%)
Relevance to future career	50 (16.5%) 3	113 (16.9%) 4	163 (16.8%)
Interest in the topic	47 (15.5%) 4	160 (24.0) 2	207 (21.3%)
Other motivation (prestige, certification, MOOC study, (zero) cost, opportunity to learn in English.	27 (8.9%) 5	16 (2.5%) 5	43 (4.4%)
Total	303	667	970



MOOC

QUALITY

**HIGHER
EDUCATION**



METRO



Brooklyn students hold walkout in protest of Facebook-designed online program

By Susan Edelman

November 10, 2018 | 9:26pm | Updated



Students from the Secondary School for Journalism during the protest.

“It’s annoying to just sit there staring at one screen for so long,” said freshman Mitchel Storman, 14, who spends close to five hours a day on Summit classes in algebra, biology, English, world history, and physics. “You have to teach yourself.”

Source:

<https://nypost.com/2018/11/10/brooklyn-students-hold-walkout-in-protest-of-facebook-designed-online-program/>



Global Competitiveness

CLASS CENTRAL



81M

Students



800+

Universities



9.4k

Courses

By the Numbers: MOOCs in 2017

Earning a Credit in MOOC

- Georgia Technology University
- TU Delft, Netherlands
- Universiti Teknologi Malaysia
- Universiti Teknikal Malaysia Melaka

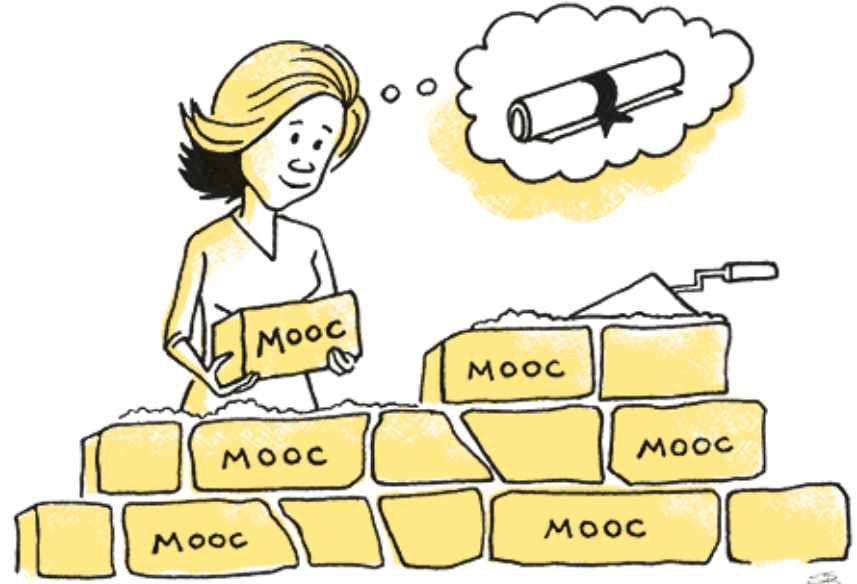


UNIVERSITI TEKNIKAL MALAYSIA MELAKA



MOOC-based Degree vs Traditional Online Degree?

- MOOC-based can be less expensive
- MOOC-based is more flexible
- More relaxed application process
- More courses are free to audit





**Using MOOC global
competitiveness to drive
HE quality**



Global Competitiveness

CLASS CENTRAL



81M

Students



800+

Universities



9.4k

Courses

By the Numbers: MOOCs in 2017



Why Institution Offers MOOC?

- ◉ extending reach and access,
- ◉ building and **maintaining brand**,
- ◉ improving economics by reducing costs or increasing revenues,
- ◉ improving educational outcomes,
- ◉ innovation in teaching and learning, and
- ◉ conducting research on teaching and learning (Hollands & Tirthali 2014)
- ◉ As a **teaser to face-to-face program**
- ◉ Broaden current skillset among professionals (Milligan & Littlejohn, 2017)

01 – MOOC AS TEACHING LABS

Using MOOC to demonstrate each HE best approaches and practices; online and offline learning.



02 – ADDING VALUE

Develop courses that adds value to offline courses. This would attract students and learners to enroll in offline courses. MOOC can supplement offline course and vice versa



03 – INDUSTRY COLLABORATION

Because of the business model that MOOC has to offer, this can be very appealing to the industry. HE should take this opportunity to provide online course together.





MOOC as Teaching Labs

Parameter	% of students viewed	% of students completed	# of Views	# of Comments	Average Time spent on Page (minutes)
MOOC A					
Video Lectures and Notes	Passive video lectures and notes for download, but the page is the first learning page that the students have to view	Passive video lectures and notes for download, but the page is the first learning page that the students have to view	Passive video lectures and notes for download, but the page is the first learning page that the students have to view	Passive video lectures and notes for download, but the page is the first learning page that the students have to view	Lecture video with embedded on-screen step-by-step demonstration
Activity	Crossword puzzles about a related topic	Crossword puzzles about a related topic	Mix and Match questions	Problem solving learning activities introduced in videos	Problem solving learning activities introduced in videos with attached protected document
Assessment	Online quiz with mixed of open ended question and multiple choice questions	Online quiz with mixed of open ended question and multiple choice questions	Online quiz with mixed of open ended question and multiple choice questions	Your Project page	Multiple choice question with increased complexity



MOOC as Teaching Labs

Parameter	% of students viewed	% of students completed	# of Views	# of Comments	Average Time spent on Page (minutes)
MOOC B					
Video Lectures and Notes	Lecture video accompanied by lecture notes and multiple choice questions	Lecture video accompanied by on-screen text and images	Lecture video accompanied by lecture notes and multiple choice questions	Lecture video accompanied by lecture notes and multiple choice questions	Lecture video accompanied by lecture notes and multiple choice questions
Activity	Lecture video accompanied by lecture notes and multiple choice questions	Lecture video accompanied by lecture notes and multiple choice questions	Lecture video accompanied by lecture notes and multiple choice questions	Lecture video accompanied by lecture notes and multiple choice questions	Lecture video accompanied by lecture notes and multiple choice questions
Assessment	Course Conclusion and Reflection on the course activity by collecting students' feedback through questions	Course Conclusion and Reflection on the course activity by collecting students' feedback through questions	Learning area for Design submission by the students	NOT AVAILABLE	Course Conclusion and Reflection on the course activity by collecting students' feedback through questions

Shukor & Sulaiman (2017)



MOOC as Teaching Labs

Welcome Programmers !

Congratulations for arriving Just in time.

Ger Ready for The Mission Possible !

Mission 00 - The Mission Possible





Adding Value to Offline Course & Vice Versa

Blended Learning



Certificate Type
Certificate of completion



Start Date
16 Jul 2017



Duration
Flexible



Cost
Free




Community
120 Students

JOINED


In this course, we will explore the meaning of Blended learning and its different models. We will look at the key issues that impact students, teachers, and higher institution (HI).



Industry Collaboration




AUTOMOTIVE TECHNOLOGY
Faculty of Mechanical Engineering

 0

Your Progress

[Home](#)
[Announcements](#)
[Automotive Technology](#)
[Core Module](#)
[Groups](#)
[Gallery](#)

 Courses > Automotive-Technology
Home Page



Introduction to Advance Certificate in Automotive Technology TCAT 1.0

Course Overview

This course provides the complete foundation and working principles on the automotive technology which including workshop safety, tools, chassis, body, powertrain, auxiliary system, electrical & electronic, vehicle safety, HVAC, drivetrain, tires, suspension, steering and braking unit. In addition, significant projects are match with fundamental topics for practical utilization of techniques, skills and tools to solve engineering issues.

Industry Collaboration

The screenshot displays the 'Edu Muallaf Fiqh Ibadat' Laman Utama (Main Page) for the 'Administrator Class of 2016'. The interface includes a top banner with the course title and a progress bar showing 79% completion. A notification bar indicates 'Extra information to fill out'. The left sidebar contains navigation links: Utama, Pengumuman, Modul & Aktiviti, Kumpulan, Hasil Kerja Pelajar, Refleksi Kursus Tenaga Pengajar Edu Muallaf, Course Setup, Administer Students, Assessment, and Certification. The main content area features a 'View' button and a breadcrumb trail 'Utm > Courses > Pengenalankpadaibadat'. The central section is titled 'Fiqh Ibadat Tahap 1' and describes the course as an alternative module for new students in Johor, based on the 'Modul Bimbingan Saudara Kita: Fiqh Ibadat Tahap 1'. It states that students can follow any module provided by the ustaz. To the right is a large image of the course cover, which includes the title 'SAUDARA KITA Fiqh Ibadat Tahap 1' and the subtitle 'Modul Bimbingan'. The bottom section, 'Objektif Kursus:', lists the objective: 'Mengetahui pengertian bersuci, istinjaq, wudhu' dan...'. A green checkmark icon is visible in the top right corner of the main content area.

Edu Muallaf Fiqh Ibadat

Administrator Class of 2016 79%

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

Utama View Edit Settings

Pengumuman

Modul & Aktiviti

Kumpulan

Hasil Kerja Pelajar

Refleksi Kursus Tenaga Pengajar Edu Muallaf

Course Setup

Administer Students

Assessment

Certification

Utm > Courses > Pengenalankpadaibadat

Laman Utama

Fiqh Ibadat Tahap 1

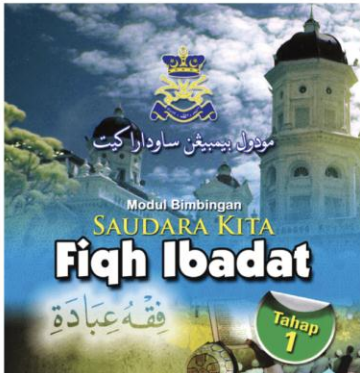
Kursus ini dibangunkan sebagai modul alternatif bagi saudara baru khususnya di Johor. Kursus ini dibangunkan berdasarkan Modul Bimbingan Saudara Kita: Fiqh Ibadat Tahap 1.

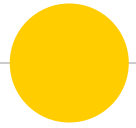
Pelajar dalam kursus ini boleh mengikuti mana-mana modul yang disediakan dan ustaz yang bertanggungjawab bersedia untuk menjawab persoalan anda sekiranya anda mempunyai sebarang kemusykilan.

Objektif Kursus:

Di akhir kursus ini, pelajar dapat:

- Mengetahui pengertian bersuci, istinjaq, wudhu' dan...





Key Issues



MOOC Quality Reflects HE Quality?

- ◉ Interaction with course instructor affects students' retention (Hone & Said, 2016)
- ◉ Course content x perceived effectiveness → students' retention (Hone & Said, 2016)
- ◉ Personal factors (self-motivation, self-regulation)(Gütl, Rizzardini, Chang, & Morales, 2014)
- ◉ Lack of feedback (Yuan & Powell, 2013)
- ◉ Lack of pedagogical structure and too self-directed (Yuan & Powell, 2013)



Are MOOCs Reliable to serve as the Quality Indicator of Higher Education?

- MOOC takes too much time,
- Assumes too much knowledge,
- is too basic and not really at the level of world leading universities,
- provides lecture fatigue, poor course design, clunky communication tools,
- bad peer review, and hidden costs (e.g., professor's expensive textbook, paying for a feature designed to prevent cheating on exams).
- Learners in a MOOC can be degraded to the shopper for



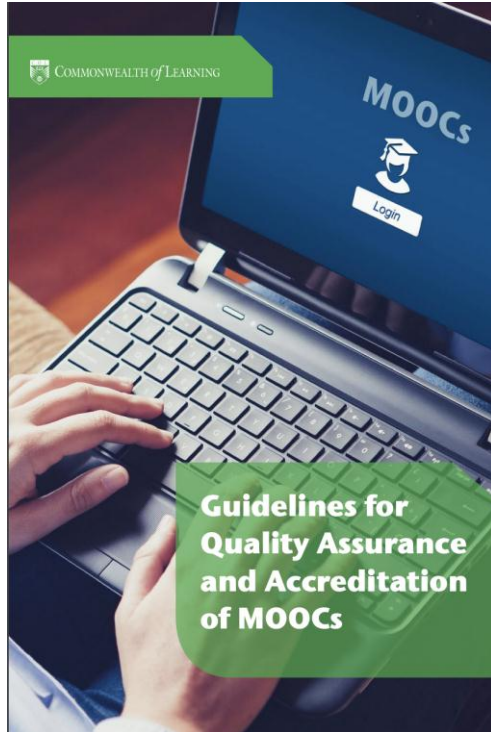
Recognition, Reward and Ratings for MOOC

- ◉ What kind of recognition?
- ◉ Is it sufficient to reflect the quality of MOOC/MOOC provider?



Quality Assurance in MOOC

Quality Assurance in MOOC



Welcome FEIRA

CONFIGURATION








MANAGE COURSE

No	Course Name	Course Code	Course URL	Role	
1	AL-QUR'AN WA HIFZUH (Class of 2015)	al-quranwahifzuh	https://www.openlearning.com/courses/al-quranwahifzuh	LEADER	Manage this course
2	COMPUTER MEDIATED COMMUNICATION (Class of 2017)	ComputerMediatedCommunic	https://www.openlearning.com/utm/courses/ComputerMediatedCommunic	MEMBER	Manage this course
3	SPECTROSCOPY AND MATERIAL ANALYSIS (Class of 2016)	SpectroscopyForMateriaV2	https://www.openlearning.com/utm/courses/SpectroscopyForMateriaV2	LEADER	Manage this course
4	Systemic Functional Linguistics (Class of 2016)	SystemicFunctionalLingui	https://www.openlearning.com/utm/courses/SystemicFunctionalLingui	MEMBER	Manage this course

[Back](#)

Welcome admin

Course Name	Course Category
ACADEMIC ENGLISH SKILLS (Class of 2017)	Niche Course

No.	Criteria	0	1	2	3	4
1	Logo at IPT Landing Page					
	Logo at IPT landing page and each IPT MOOC course (banner)					
	<u>IPT LANDING PAGE</u> 1. Logo KPT 2. Logo IPT 3. Logo MOOC IPT 4. High Resolution of Logo (clear logo) *(all logo)	 Landing and course page does not contain any of the elements	 Landing and course page contain at least 2 of the 8 elements	 Landing and course page contain at least 4 of the 8 elements	 Landing and course page contain at least 6 of the 8 elements	 Landing and course page contain at least all of the 8 elements
	<u>IPT COURSE PAGE</u> 5. Logo KPT 6. Logo IPT 7. Logo MOOC IPT 8. High Resolution of Logo (clear logo) *(all logo)					
2	Promotional Video					
	<u>Promotional video criteria:</u> 1. Course overview 2. Course outcomes 3. Other relevant information (e.g.: Prior knowledge) 4. Call for participation	 No promotional video	 Promo video contains 1 of the 4 elements			
3	Information before join the course					
	<u>Information in the course information page is sufficient (before join the course)</u> 1. Course title 2. Course description / synopsis					

The role of an external evaluator was added to monitor the MOOC development quality by giving rating on the quality criteria

[Home](#) [Course](#)

Course Details

Course Name:

AL-QUR'AN WA HIFZUH (Class of 2015)

Course Category:

Life-long Learning Course

Course Code:

al-quranwahifzuh

Course Evaluation Status:

Not evaluated

First Name	Role
FEIRA	LEADER

Go To Course

Evaluate this course

Self-Evaluate's report

Evaluator's Report

Close

Staffs can view external evaluator report to improve their MOOC

Conclusion

- Quality education and access can be delivered through MOOC
- MOOC Quality can be associated with MOOC provider quality (HE)*
- MOOC offering can be the driving force for quality education at HE



References

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- Clark, D. (2013). MOOCs: taxonomy of 8 types of MOOC. Donald Clark Palm B.
- Hone, K. S., & El Said, G. R. (2016). Exploring the factors affecting MOOC retention: A survey study. *Computers & Education*, 98, 157-168.
- Gütl, C., Rizzardini, R. H., Chang, V., & Morales, M. (2014, September). Attrition in MOOC: Lessons learned from drop-out students. In *International workshop on learning technology for education in cloud* (pp. 37-48). Springer, Cham.
- Milligan, C., & Littlejohn, A. (2017). Why study on a MOOC? The motives of students and professionals. *The International Review of Research in Open and Distributed Learning*, 18(2).



Thanks!

Any **questions** ?

You can find me at

- nurbiha@utm.my
- [People.utm.my/nurbiha](https://people.utm.my/nurbiha)