ASEM Network of MOOCs Initiative

Partner-Countries
Best Practice Survey Results

February, 2020

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Best Practice Survey Results

Ministry of Education

NILE
National Institute for Lifelong Education

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Introduction

Through the Best Practice Survey, the best practices for utilizing the MOOC platform and courses provided through the ASEM Network of MOOCs Initiative partner countries were surveyed. As for the status of MOOC platform use in each country, the Best Practice Survey focused on details of platform composition and operation. In particular, the status of creditrecognition and degree course completion through the platform was surveyed, because MOOC credit and degree recognition in each country is a basic condition for credit transfer among partner countries. In addition to further improving the effectiveness of the MOOC network, this survey is intended to ensure that each partner of the Initiative improves its platform and overcomes obstacles for operation of its platform by referring to cases of partner MOOC operation, thus providing higher-quality courses to citizens.

This survey is expected to benefit the MOOC platforms in each partner country so that they may gain important recognition and be significantly utilized. Referring to cases of MOOC development, operation, and utilization will be helpful for the ASEM Network of MOOCs Initiative partner countries in establishing and implementing related policies. This survey is also expected to contribute by providing those who are in situation that make it difficult to receive high-quality education with the opportunity to learn and gain vocational competency development through MOOC activation.

The Best Practice Survey was conducted by the National Institute for Lifelong Education of Korea from December 2 to February 17, 2020. The questionnaires were distributed and collected via e-mail and six countries participated in the survey. The following are the national MOOC platforms that will be introduced in this report:

FUN MOOC, which was founded in October 2013, is a MOOC platform operated by France UniversitéNumérique, a government-affiliated organization in France.

JMOOC is a MOOC platform operated by Japan Massive Open Online Education Promotion Council, a non-profit Japanese institution established in 2013.

K-MOOC, which was founded in 2015, is operated by K-MOOC Center of the National Institute for Lifelong Education (NILE), a government organization in the Republic of Korea.

MODeL, which was started in 2013, is an MOOC platform operated by the University of the Philippines Open University, an organization 100% supported by the Filipino government.

Tagyard, which was established January 1, 2017, is a platform used to operate the MOOC programs of the Universiti Malaysia Pahang, a government-affiliated organization in Malaysia.

Thai MOOC is a MOOC platform operated by the Thailand Cyber University Project of the Ministry of Higher Education, Science, Research and Innovation, a government-affiliated organization in Thailand.

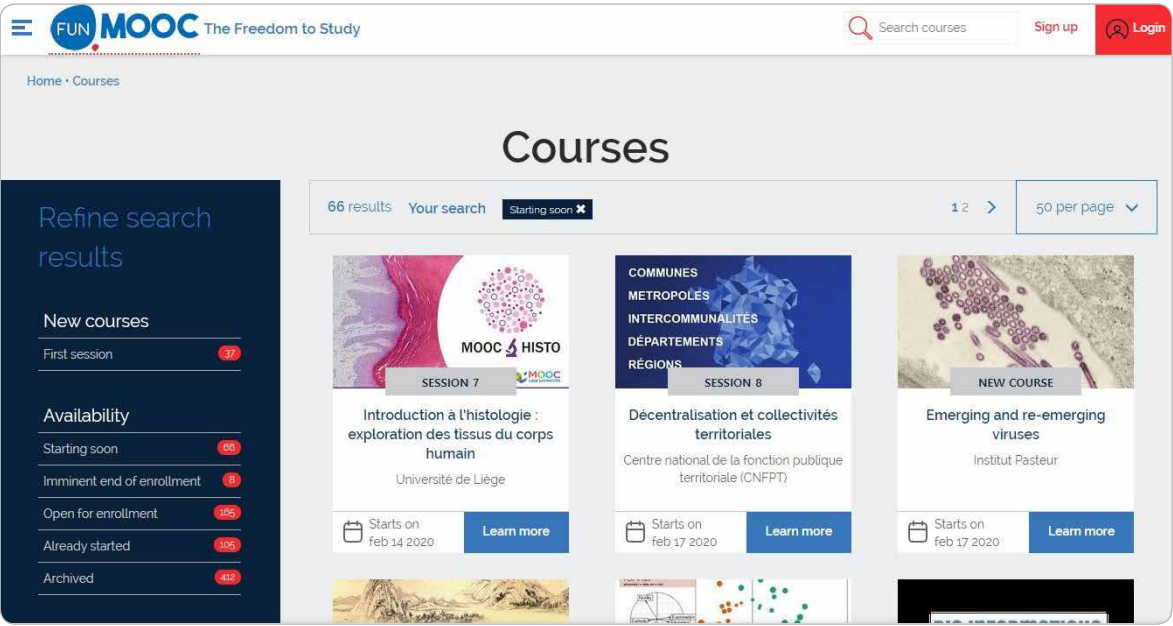* Best Practices are listed in the alphabetical order according to MOOC platform name.

ASEM MOOC Initiative
Partner-Countires
MOOC Platforms

France / FUN-MOOC
Japan / JMOOC
Korea / K-MOOC
Philippines / MODeL
Malaysia / UMP MOOC
Thailand / Thai MOOC

FUN-MOOC, France

https://www.fun-mooc.fr/

FUN MOOC, which was founded in October 2013, is a MOOC platform operated by France Université Numérique, a government-affiliated organization in France.
A staff of 27 is currently working for the FUN MOOC platform.

Name of Platform	Country
FUN-MOOC	France

Operating Institution	Main Service Targets
France UniversitéNumérique	• Individual Students • Individual Workers • Educational Organizations • General Citizens

Number of Visitors	
4,500,000 (in 2019)	

Enrolled Students to MOOC	Main Service Objectives
7,800,000 (Jan. 2020)	• Higher Education • Lifelong Education • Skill Development for Workers

Credit and Degree Program

FUN-MOOC offers courses that count towards credit. Regarding the courses that count towards credit, "Accessibility of the pertinent content, forum, and tutorial"and "Online exams with proctoring solutions"were provided.

FUN-MOOC currently operates eMBDS, a degree program provided through the MOOC platform (Master of Mobiquity, Database and Systems Integration, Continuous Professional Development). This degree is conferred by the University Côte d'Azur and the tuition is EUR 6,000 to cover costs for workers.

The degree programs are evaluated according to their "Online exams that verify identify,"Project submissions corrected by teachers or peers,"and "Exams taken at the exam center, as organized by universities."

Course Management

FUN-MOOC selects and develops courses and vocational training based on demand in the job market, trends and changes in academic curricula, R&D and innovation outcomes, government-identified strategies, and training

needs.

The instructors and course developers gain access to various benefits by participating in the MOOC platform. First, they can attain recognition and academic visibility by developing and providing courses. In addition, exchanging information through these courses can be beneficial for their own academic studies. They can encourage students to develop an interest in academic fields and in their own courses. Related course development, as such, is being recognized as part of the professors'annual teaching load.

Prior to a course opening, FUN-MOOC reviews the technical aspects and, at times, proposes methods to ensure more efficient use of the platform for educational purposes. However, it will not interfere in the pedagogical strategies, which are the responsibility of the course team and university.

FUN-MOOC has established partnerships and is conducting exchanges with 130 academic institutions, and it also has 14 other partners.

Advice for Operating a MOOC System

MOOCs can reach a very large audience and there is often the need for a teaching team to be active on the forums throughout the MOOC in order to answer questions. It is important to plan ahead and delegate these tasks before the course commences so as to not be taken by surprise by the commitment it requires.

Alignment on the targeted public schedule also needs to be considered. For example, the academic year in France is from September to June. So, MOOCs started during this period gain extra visibility.
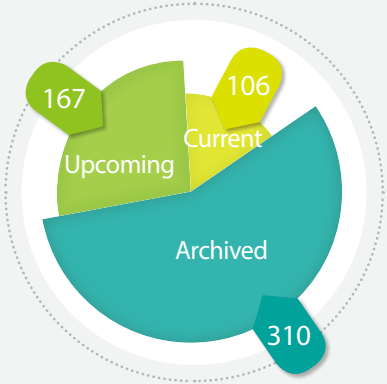
Prior benchmarks for the MOOC subject are recommended so the course is not eclipsed by other courses on the same subject.
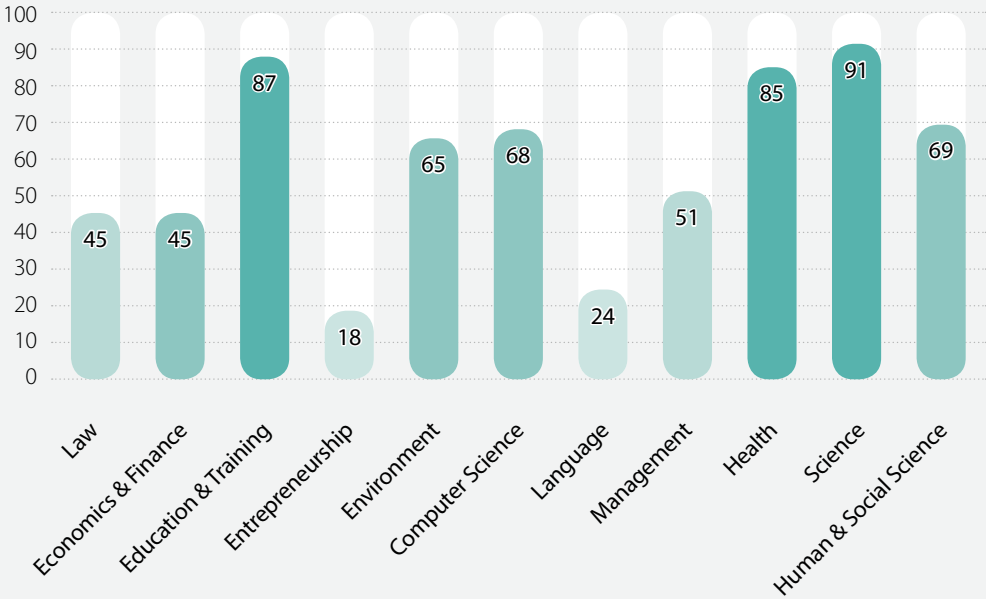
Course Information

On FUN-MOOC, 416 courses are in operation or are saved. 167 courses are in preparation. By subject, the number of Science courses is the largest at 91. It is followed by Education & Training and Health courses, which account for 87 and 85 courses respectively. While the basic course language is French, some classes are provided in English or Spanish as well.
Number of Courses by Subject

Number of Courses by Operating Status

- 167 Upcoming
- 106 Current
- 310 Archived

Number of Courses by Subject

Subject	Number
Law	45
Economics & Finance	45
Education & Training	87
Entrepreneurship	18
Environment	65
Computer Science	68
Language	24
Management	51
Health	85
Science	91
Human & Social Science	69

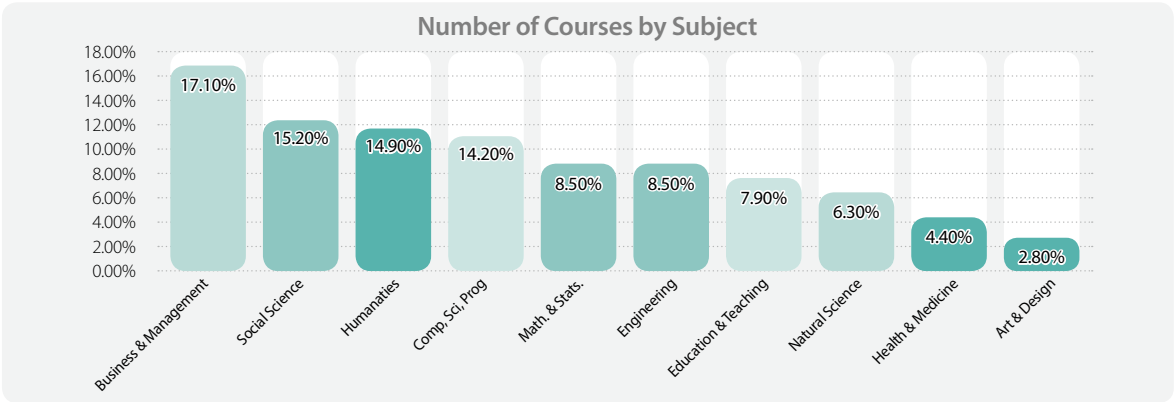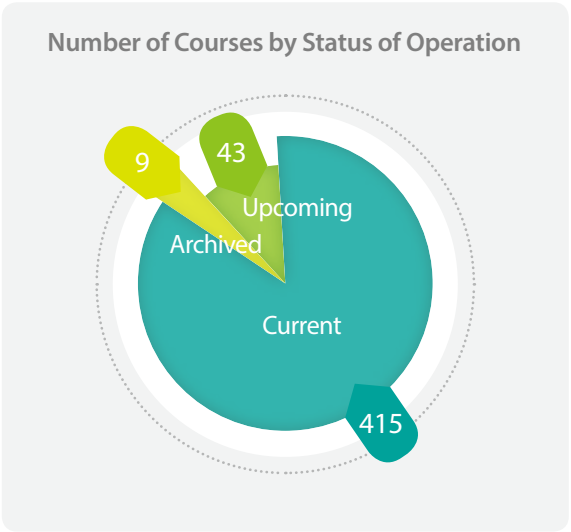# JMOOC, Japan

https://www.jmooc.jp/en/

JMOOC is an MOOC platform operated by the Japan Massive Open Online Education Promotion Council, a non-profit institution in Japan.
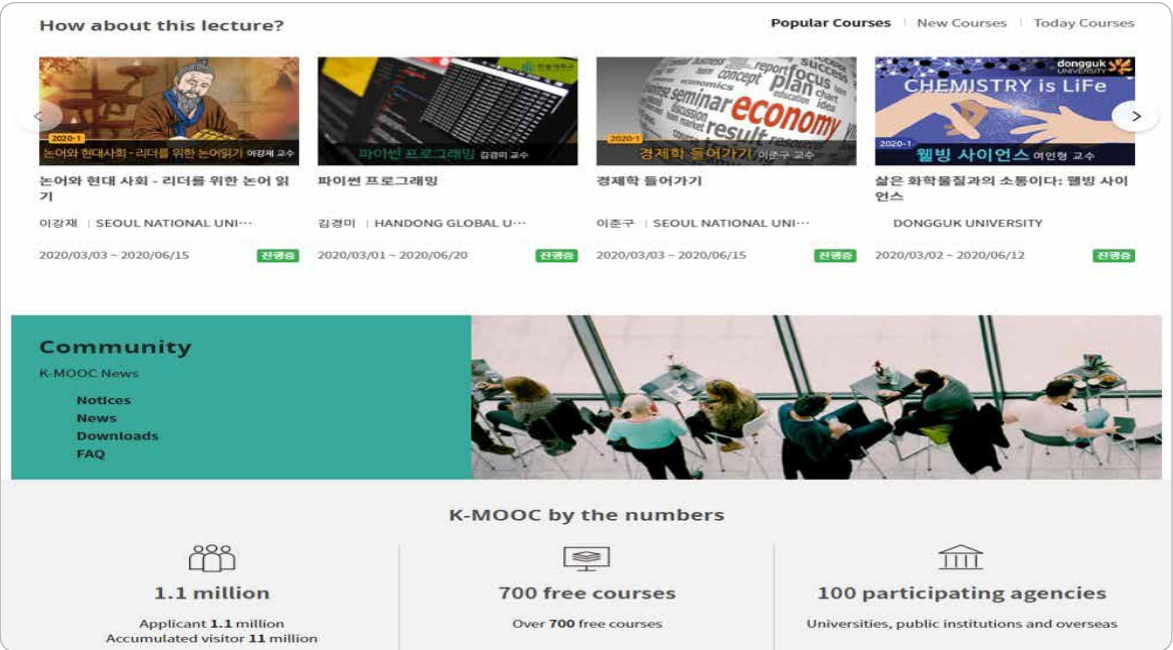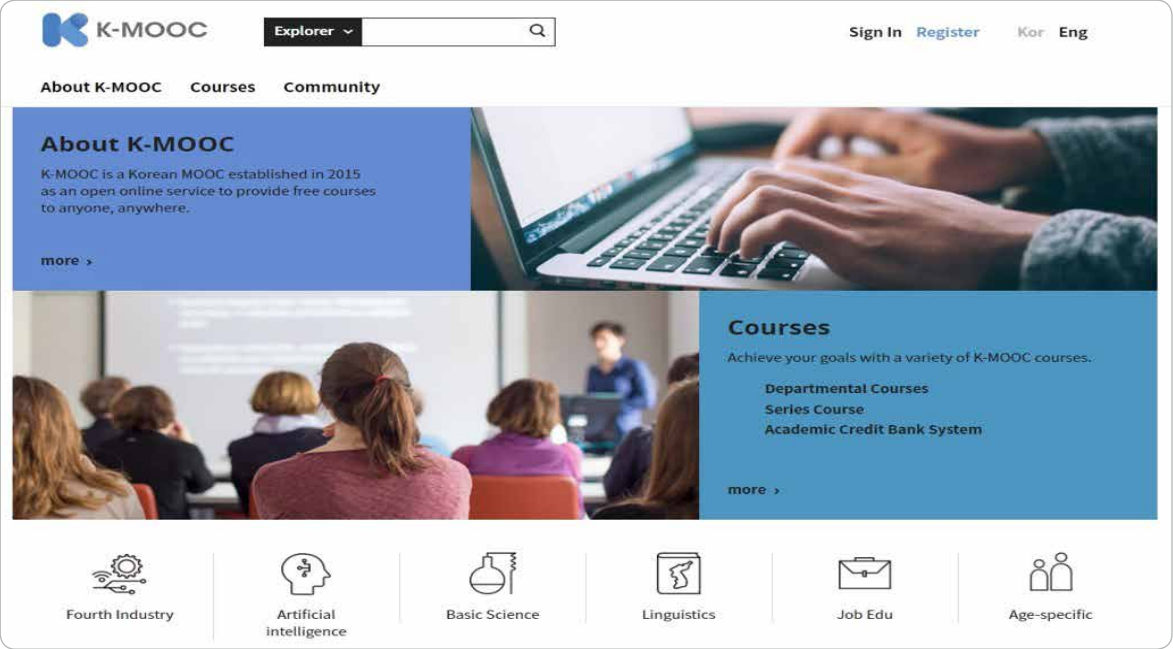
Name of Platform

JMOOC

Country

Japan

Operating Institution

Japan Massive Open Online Education Promotion Council

Course Information

On JMOOC, 377 courses are currently available and 20 more will be added in the near future. Of the courses currently available, those on the subject of Business & Management take up the largest portion of 17.1%. This is followed by courses on Social Sciences which account for 15.2% of total courses. The duration of most courses is less than six weeks. The basic course language is Japanese with English subtitles provided for some courses.

Number of Visitors

11,000,000

Number of Enrolled Users

720,000

Number of Courses by Status of Operation

9 Archived
43 Upcoming
415 Current

Number of Courses by Subject

Subject	Percentage
Business & Management	17.10%
Social Science	15.20%
Humanities	14.90%
Comp. Sci. Prog	14.20%
Math. & Stats.	8.50%
Engineering	8.50%
Education & Teaching	7.90%
Natural Science	6.30%
Health & Medicine	4.40%
Art & Design	2.80%

K-MOOC, Republic of Korea

K-MOOC is operated by the K-MOOC Center, which was established in 2015 by the National Institute for Lifelong Education (NILE), a government organization in the Republic of Korea. Therefore, K-MOOC was founded in 2015.

A staff of eight is currently working on this platform.

Name of Platform

K-MOOC

Country

Republic of Korea

Operating Institution

K-MOOC in NILE

Number of Visitors

12,054,000

Credit and Degree Program

K-MOOC offers courses that count towards credit. Six course are linked to the Academic Credit Bank System, a lifelong education system under which university credit can be earned. For other courses, credit is recognized by universities according to each university's discretion.

With regards to course completion, student learning performance is evaluated through quizzes, participation in discussion, and assignments. When students submit answers to quizzes, the answers are automatically graded. Student participation in discussions is evaluated based on their postings. Assignments are checked and scored by professors or teaching assistants.

Main Service Targets

- Individual Students
- Educational Organizations

Main Service Objectives

- Higher Education
- Lifelong Education

Number of Enrolled Users

1,168,000

Course Management

Courses are selected and the cost of development and operation is allocated according to the "Basic Plan for K-MOOC Operations"released by the Ministry of Education at the beginning of each year. For course selection, evaluation is conducted mainly on three criteria--competency of the institution developing the course, composition of the course and the pedagogical strategies, and plans for course management and utilization.

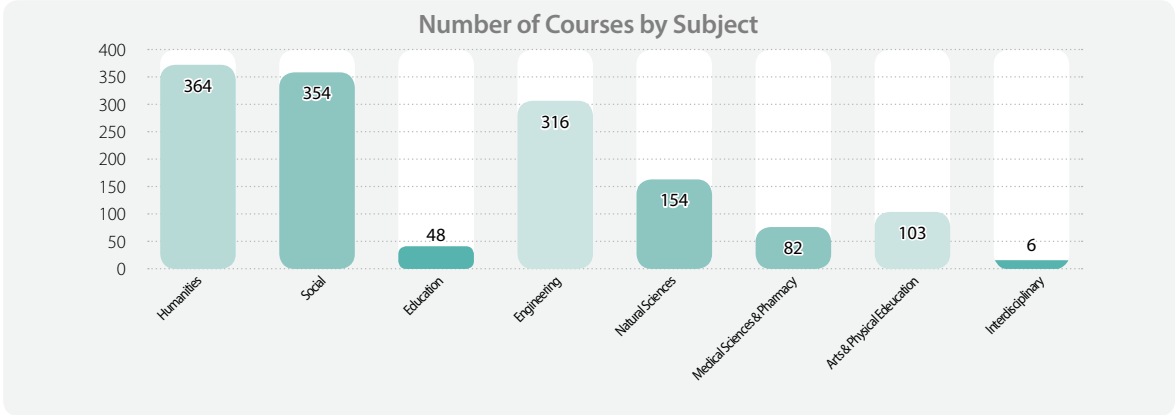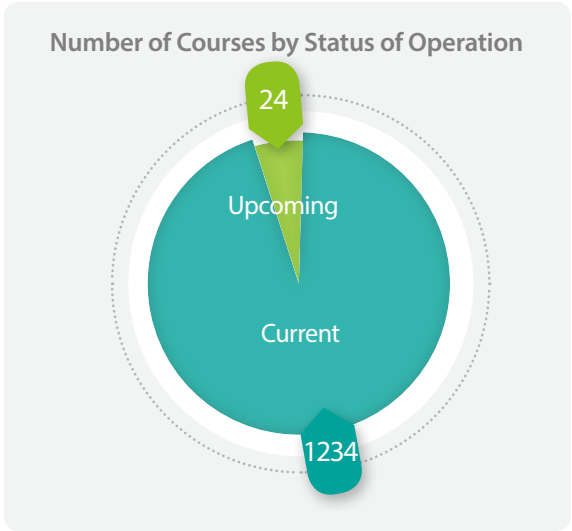A selected course is inspected during its development to ensure quality. The inspection

is conducted by experts in the fileds of content, web accessibility, and copyright and the institution developing the course completes course development by modifying/supplementing their process according to the results of the quality inspection.

K-MOOC is currently partnered with a total of 115 organizations, including 104 higher educational institutions, nine government organizations, and two overseas MOOC platform operating organizations.
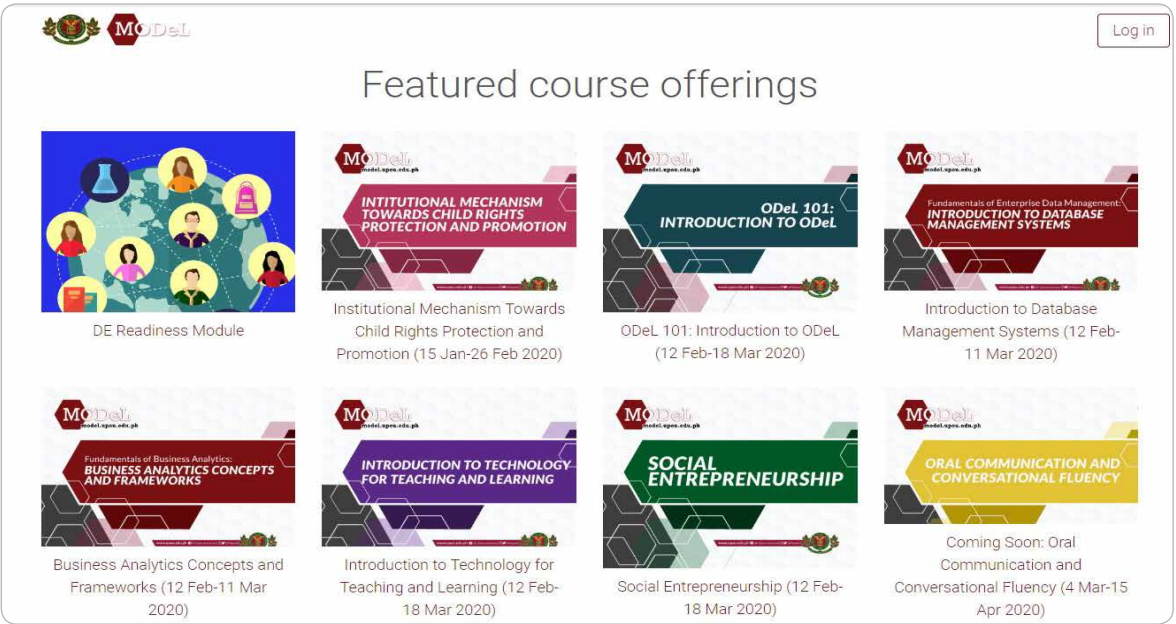
followed by courses from the fields of Social Sciences and Engineering at 354 and 316 respectively. In addition to the courses offered in Korean, 87 are provided in English, 1 in French, and 2 in Chinese. There are 46 courses with a duration of 6 weeks or less, 339 courses with a duration between 6 and 12 weeks, and 846 courses are longer than 12 weeks.

Course Information

K-MOOC has opened 1,234 courses and 24 more courses are currently preparing to be opened. As for the number of courses uploaded on the platform by subject, courses from the Humanities accounted for the largest proportion, with 364, and the Humanities were

Number of Courses by Status of Operation

24

Upcoming

Current

1234

Number of Courses by Subject

Subject	Count
Humanities	364
Social	354
Education	48
Engineering	316
Natural Sciences	154
Medical Sciences & Pharmacy	82
Arts & Physical Education	103
Interdisciplinary	6

MODeL, Philippines

Massive Open Distance e-Learning (MODeL)

The official MOOC platform of the University of the Philippines - Open University.

Log in

Featured course offerings

DE Readiness Module

Institutional Mechanism Towards Child Rights Protection and Promotion (15 Jan-26 Feb 2020)

ODeL 101: Introduction to ODeL (12 Feb-18 Mar 2020)

Introduction to Database Management Systems (12 Feb-11 Mar 2020)

Business Analytics Concepts and Frameworks (12 Feb-11 Mar 2020)

Introduction to Technology for Teaching and Learning (12 Feb-18 Mar 2020)

Social Entrepreneurship (12 Feb-18 Mar 2020)

Coming Soon: Oral Communication and Conversational Fluency (4 Mar-15 Apr 2020)

https://model.upou.edu.ph/

MODeL, which was establishedin 2013, is a MOOC platform operated by the University of the Philippines Open University, an organization funded 100% by the Filipino government. A staff of 200 people is currently employed to work on the MODeL platform.

Name of Platform

MODeL

Country

Philippines

Operating Institution

University of the Philippines Open University

Credit and Degree Program

MODeL focuses on MOOCs, massive online courses, and the programs for earning credits are provided on the MOOC platforms of individual universities. Because a system to grant credit to students who have taken lectures externally at universities has been established, MODeL expressed its intention to participate in a credit exchange program if it is promoted by the ASEM Network of MOOCs Initiative.

Course Management

Most of MODel's MOOC programs are developed according to the standards of the Commission on Higher Education, a governmental organization. In other words, MODeL's courses are developed with social interests,

Main Service Objectives

- Higher Education
- Lifelong Education

Number of Visitors

About 20,000

Number of Enrolled Users

About 10,000

organization. In other words, MODeL's courses are developed with social interests, such as knowledge and technologies necessary for key national industries or disaster management, in mind.

As an incentive for course development, work-load credits are awarded to the course developers and coordinators. A token honorarium is also presented if MOOC development is carried out as part of a project.

To manage the quality of courses before opening, MODeL provides training, primarily to the developers. In addition, it it managed by providing the MOOC to experts and arranges for the courses to be reviewed by experts.

MODeL is making an effort to provide students with credits and degrees through MOOCs and ensures that each university and university staff are aware of these efforts. In addition, it is striving to develop MOOCs as a model of open educational resources (OERs) for blended teaching and learning.
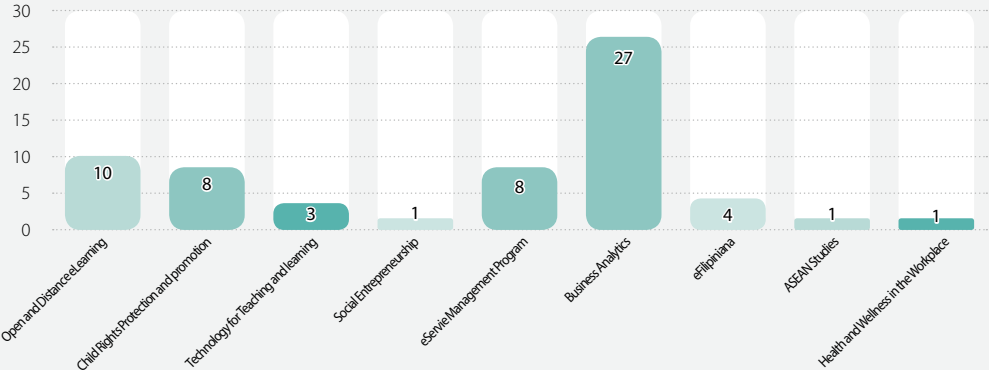
Course Information

MODeL offers 63 courses. 58 courses are in operation and the other 5 are saved in the platform. The duration of all 63 courses is between 6 and 12 weeks. The primary course language is English. Subtitles in other languages are currently not available.

By subject, the largest number of courses are related to Business Analytics, followed by courses related to Open and Distance eLearning, Child Rights Protection and Promotion, and e-Service Management Programs.
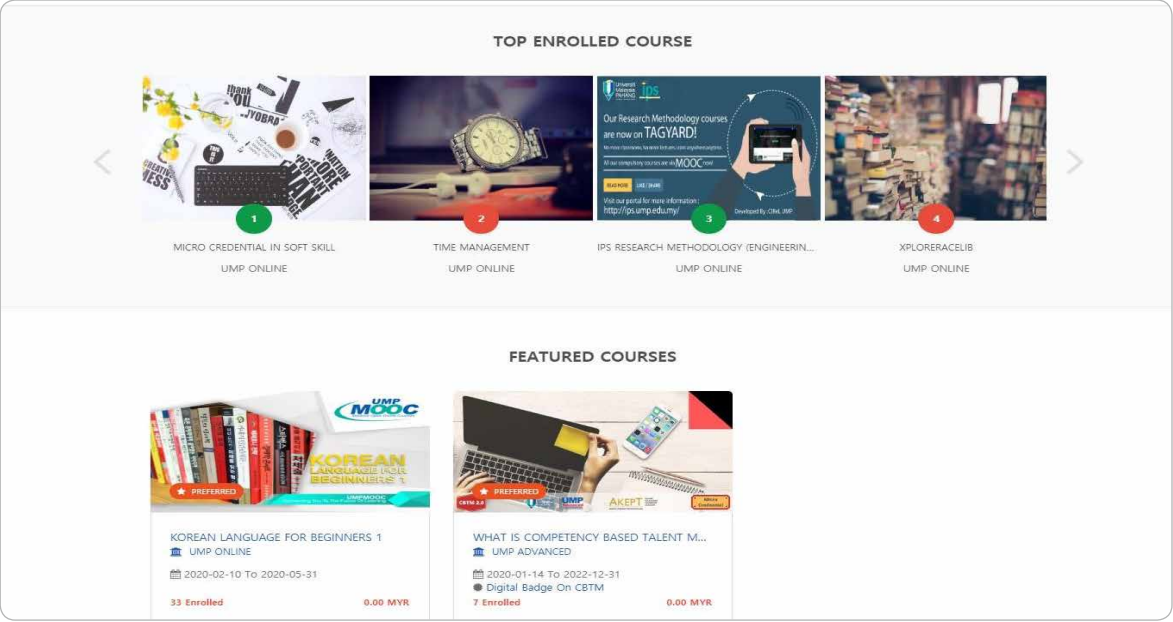
Number of Courses by Status of Operation

- 5 Archived
- 10 Upcoming
- 58 Current

Number of Courses by Subject

Subject	Count
Open and Distance eLearning	10
Child Rights Protection and promotion	8
Technology for Teaching and learning	3
Social Entrepreneurship	1
eServie Management Program	8
Business Analytics	27
eFilipiniana	4
ASEAN Studies	1
Health and Wellness in the Workplace	1

UMP MOOC, Malaysia

https://www.tagyard.com/
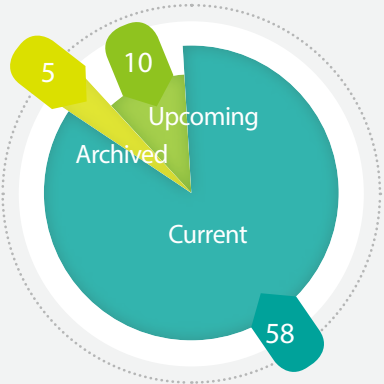
The Universiti Malaysia Pahang has been providing MOOCs through Tagyard since January 1, 2017. A staff of five people is currently working for the MOOC platform. Universiti Malaysia Pahang is a government-affiliated organization.

Name of Platform

Tagyard

Country

Malaysia

Number of Visitors

9,199

Number of Enrolled Users

9,199

Main Service Targets

- Individual Students
- Educational Organizations
- Companies
- General Citizens

Main Service Objectives

- Higher Education
- Lifelong Education

Credit and Degree Program

Universiti Malaysia Pahang offers courses that count towards credit. Students take online courses by paying related fees. Degree-granting programs are not being operated. If the ASEM Network of MOOCs Initiative begins a credit exchange program, a standard of 80% of content and learning outcomes will be applicable for the program.

Course Management

Universiti Malaysia Pahang selects and develops courses based on the readiness of academic staff. The courses are verified by a course panel prior to being opened. In addition, the courses are technically assessed in terms of instructional design, content, and learning activities at the Centre of e-Learning.

The instructors and course developers are not paid specifically for course development. However, they receive royalties for the courses taken by students. When instructors are bring promoted to a position because of "Innovation in Teaching and Learning," their contributions to the courses are taken into consideration.

Universiti Malaysia Pahang has established partnerships with 3 university-level educational

institutions. It is currently using a platform provided by a private company, but it has announced a plan to establish an internal platform so as to ensure more sustainable management and growth.

Course Information

UMP MOOC offers 26 courses. 24 of the 26 courses are currently in operation. By subject, 9 courses are related to science. The number of courses on other subjects is evenly distributed. The basic course language is English.

Number of Courses by Status of Operation

2 Archived
24 Current

Number of Courses by Subject

Computer Science, IT	Science	Management	Human Sciences	Modern Languages	Mechanical Engineering & Technology	Chemical Engineering & Technology	Civil Engineering & Technology	Manufacturing Engineering & Technology	Electrical & Electronic Engineering & Technology
2	9	2	2	3	3	1	2	0	2

Thai MOOC, Thailand

https://thaimooc.org/
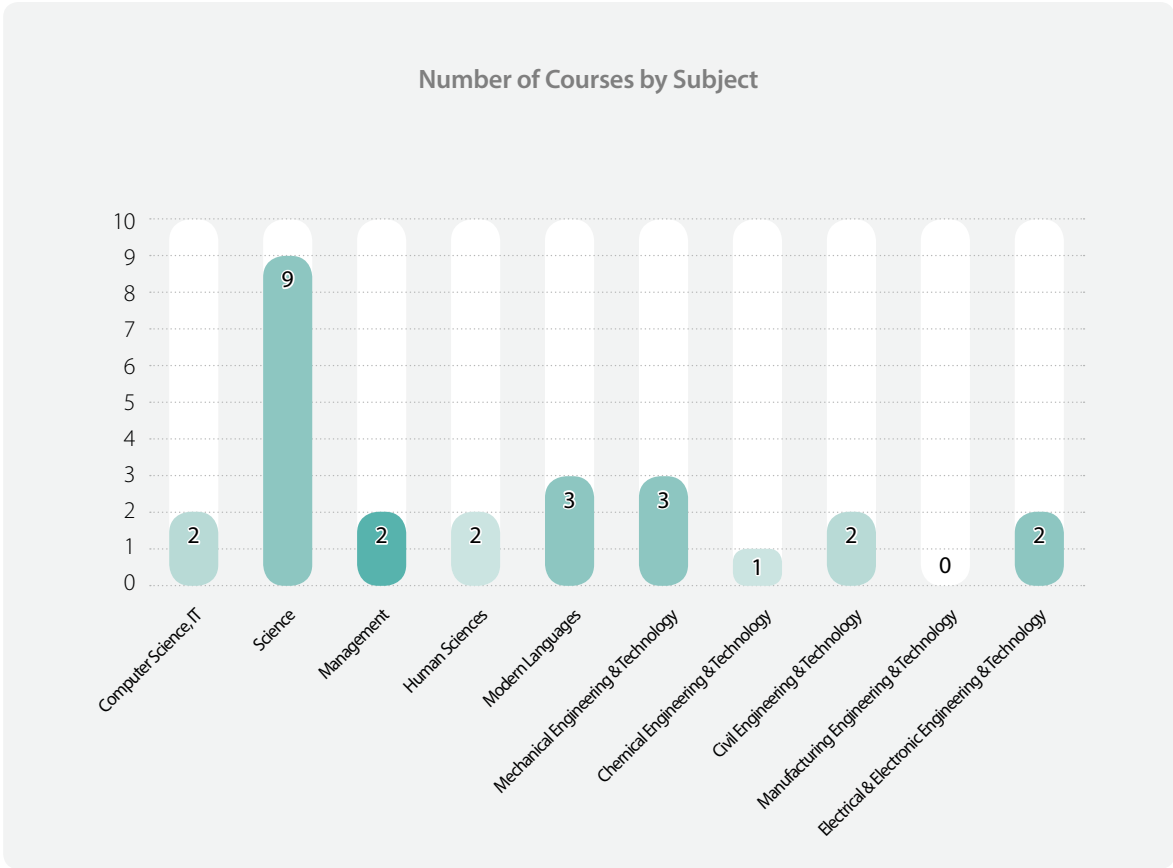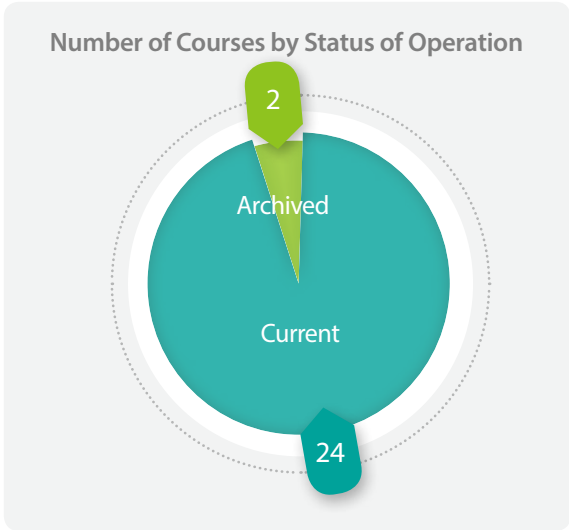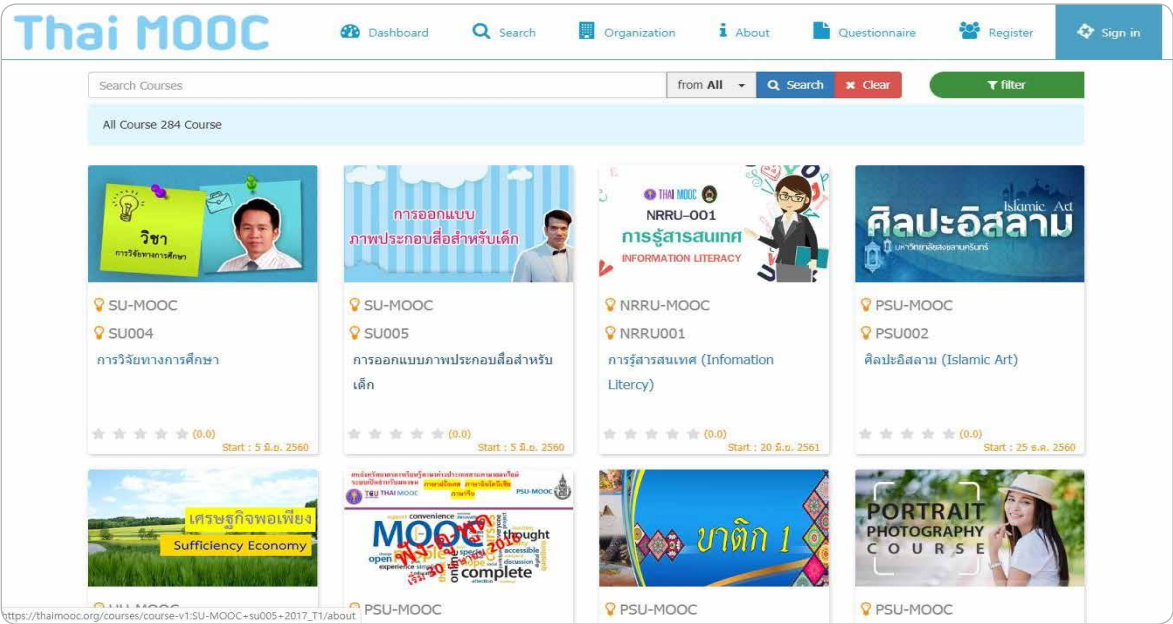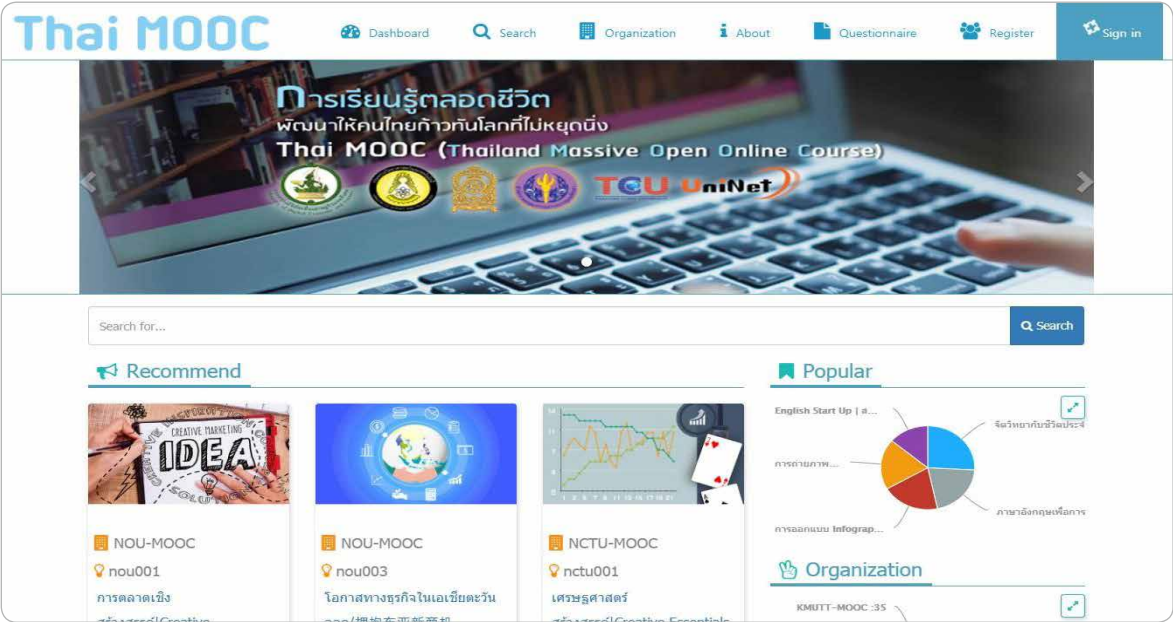
Thai MOOC, which was established on March 3, 2017, is an MOOC platform operated by the Thailand Cyber University Project of the Ministry of Higher Education, Science, Research and Innovation, a government-affiliated organization in Thailand. A staff of 20 is currently working for the Thai MOOC platform.

Name of Platform

Thai MOOC

Country

Thailand

Operating Institution

Thailand Cyber University Project of the Ministry of Higher Education, Science, Research and Innovation

Number of Visitors

556,223

Main Service Targets

- Individual Students
- Individual Workers
- Educational Organizations
- General Citizens

Main Service Objectives

- Higher Education
- Lifelong Education
- Skill Development for Workers

Number of Enrolled Users

290,575

Credit and Degree Program

Thai MOOC offers courses that count towards credit. The courses are provided for free with support from the government. Some courses are provided according to the pace of individual learners and others are provided according to schedules determined by instructors.

Currently, degree courses are not available on the MOOC platform. However, Thai MOOC has determined the conditions by which degrees can be conferred through the platform, in accordance with the wishes of partner institutions.

In addition, it is developing a degree certification program with partner institutions under the banner of lifelong learning and focused on courses through which students can learn about new technologies.

Course Management

Thai MOOC's criteria for course selection and development are based on the government's policies and the technologies and capacities necessary for national industries and also on the demand for higher educational-level courses.

By sharing courses on the platform, universities and instructors earn the recognition that their academic expertise has been acknowledged by the government.

To guarantee the quality of courses, Thailand has established research-based MOOC standards and practices. Thai MOOC is developing MOOCs through collaboration with 86 academic institutions and 15 governmental institutions.

Course Information

On Thai MOOC, 424 courses are currently available and 43 more will be added in the near future. Among the courses currently in operation, the number of courses on Computer and Technology was the largest, at 107. It was followed by 64 and 57 courses on Business and Management and Education and Training respectively. The basic course language is Thai and English subtitles are provided for some courses.

Number of Courses by Status of Operation

- 9 Archived
- 43 Upcoming
- 415 Current

Number of Courses by Subject

Subject	Count
Agriculture and Environment	14
Education and Training	57
Math and Science	25
Computer and Technology	107
Life Skills and Personal Development	29
Business and Management	64
Language and Communication	24
Engineering and Architecture	12
Art, Culture and Religion	26
Politics and Society	18
Health and Medicine	41
Other	10
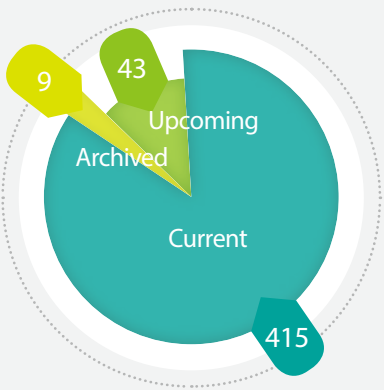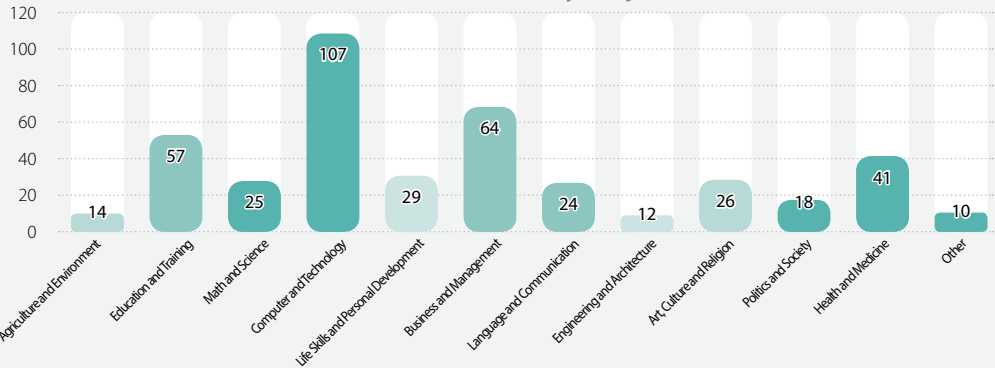
ASEM MOOC Initiative
Partner-Countries
Course Best Practices

FUN-MOOC / FUN General Best Practices Recommended to Course Teams

K-MOOC /Understanding Law through Literature and Film

MODeL / Psychology and Daily Life

UMP MOOC / IPS Research Methodology (Engineering Approach)

Thai MOOC / Psychology and Daily Life

FUN-MOOC, France

A Best Practice Guide Recommendations for Course Team

Quality of Course Content

- Clear pedagogical objectives
- Explicit description of the evaluation and validation procedure
- Expected objectives and modalities clearly explained
- Pedagogical Resources (video, text, iconography, etc.) in conformity with the course's previously defined pedagogical objectives
- Realization of a beta-test before the course starts

Services and Activities Adapted to a Large and Heterogeneous Public

- Availability of the platform tutorial in the first section of the course
- Interactive tools and social network use is recommended
- For bi or multilingual courses, translation quality should be closely monitored
- Course materials should be created so they are compatible with the Web Content Accessibility Guidelines (WCAG).

Quality of Course Moderation During Course Publishing Period

- Respect the User Charter and General Conditions of Use
- Student engagements should be respected with regards to the course calendar, frequency of new section publications, evaluation mode, modality of course certificate deliverance, etc.
- Licensing rights related to course content produced by the course team and students should be ensured.
- Presence maintained throughout the course through forums or wiki moderation as well as any other social media channels
- Student support related to course team prerogatives (course access, specific tools used in the course ….)
- Use of the platform e-mails in compliance with the General Data Protection Regulation (GDPR)
- Absence of paid services or product promotions via platform email or within the information zone of the course with the exception of books, specific tools, or events related to the course.

FUN MOOC was started in October 2013. This is an MOOC platform in France that has 144 partners.

K-MOOC, Republic of Korea

Understanding Law through Literature and Film

Criteria for Selection of Best Courses

- Number of Registered Learners
- Completion Rate
- Quality of Content

This is a basic law course. By examining political, social, and philosophical context surrounding the law, this course helps students build a fundamental and significant understanding of the law.

Also, legal matters are explored through film, literature, and current events.

Operating Institution

Sookmyung Women's University

Course Managed by

- Dr. Sung-Soo Hong
- Ha-Neul Kwon
- La-E Kim

Language

Korean language

Course URL

http://www.kmooc.kr/courses/course-v1: SookmyungK+SM_law_001k+2019_04SM_05/about

Length

15 Weeks

Effort

3 Learning hours per week

Number of Learners

No. of Enrolled Learners	2,766
Total No. of Learners that Completed the Course	2,104
Completion Rate	Approximately 76%

"Understanding Law through Literature and Film"is a course dedicated to the study of law where students learn about the daily-life contexts from which law is made and what meaning the laws holds by looking at them through literature and film. This is a practical course that even students without much theoretical knowledge or legal background will be able to understand.

In each class, a work of literature or a film are designated so that students can take the class after viewing the materials in advance. Students are evaluated in terms of their class participation, which involves quizzes and forums (20%) and through a midterm and final exam (40% each). A certificate of completion is given to students who earn at least 60% of the total possible points.

Those who have previously found it difficult to understand law or have not been able to understand the importance of law and those who major in law, but wish to pursue an in-depth exploration into the significance of law will be able to benefit from this course.

K-MOOC is a government-affiliated free online course platform in Korea that has 115 partners.

MODeL, Philippines

Database Management and BusinessAnalyticsApplications (Business Analytics)

Criteria for Selection of Best Courses

- OERs/Resources used
- Assessment mechanism / Learning Activities / Student Engagement
- Completion rate
- Learner Evaluation
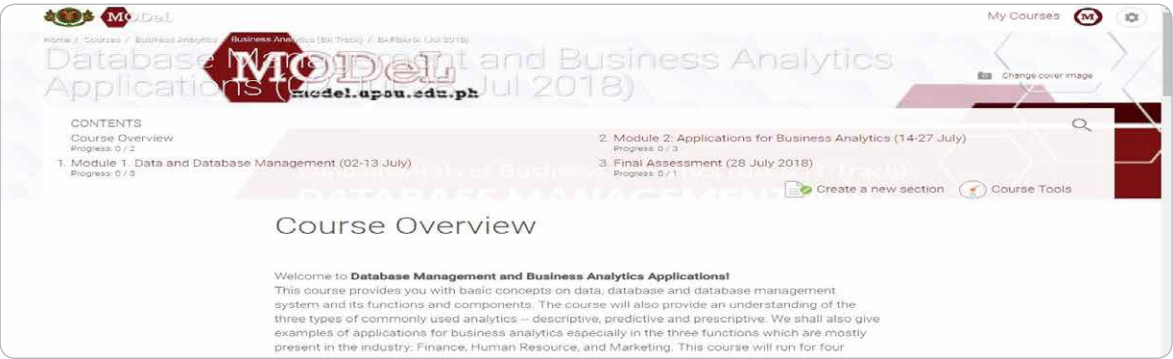
Course Outline

The Business Analytics Concepts and Frameworks course consists of two modules and is run for four weeks.

Module 1. Data and Database Management

- Data, Databases, and Database Management
- Functions a Database Management System
- Components of a Database System
- Components of a Database Management System

Module 2. Applications of Business Analytics

- Applications of Business Analytics in Finance
- Applications of Business Analytics in Human Resources
- Applications of Business Analytics in Marketing

Operating Institution

UP Open University

Course Managed by

- Dr. Primo Garcia
- Asst. Prof. Myra Almodiel

Language

English

Course URL

https://model.upou.edu.ph/course/view.php?id=159

Language

4 Weeks

Number of Learners

No. of Enrolled Learners	279
Total No. of Learners that Completed the Course	92
Completion Rate	Approximately 33%

"Database Management and Business Analytics Applications (Business Analytics)"is provided through forums, quizzes, modules, video lectures, and additional reading materials in digital formats to be made available on the course site. Students can develop knowledge applicable to the fields of finance, HR, and marketing.

Course Objectives

At the end of the course, students must be able to:

1. Discuss the basic concepts regarding data, databases, and database management systems.
2. Explain the functions and components of a database and a database management system.
3. Discuss the three types of analytics, namely descriptive, predictive, and prescriptive.
4. Give examples of the applications of business analytics in finance, human resources, and marketing.

MODeL, which was started in 2013, is a MOOC platform in the Philippines which has a staff of 200 currently working on it.

UMP MOOC, Malaysia

IPS RESEARCH METHODOLOGY (ENGINEERING APPROACH)

Criteria for Selection of Best Courses

- The originality of learning materials
- Learning activities
- Learning assessments
- tudent enrollment
- Completion of the course

The Postgraduate Research Methodology MOOC is specially designed and developed by the Institute of Postgraduate Studies UMP to assist all masters and PhD students to achieve excellence in their postgraduate studies. The course covers the following modules.

1. Module 1: Philosophy of Science and Ethics
2. Module 2: Research Overview
3. Module 3: Literature Review
4. Module 4: Research Methodology
5. Module 5: Data Collection and Analysis
6. Module 6: Scientific Writing
7. Module 7: Preparation for VIVA VOCE
8. Module 8: Conceptual Paper

Operating Institution

Institute of Postgraduate Studies UMP

Course Managed by

- Dr. Rohana Binti Hamzah
- Dr. Zuraina Binti Ali

Language

English

Course URL

https://www.tagyard.com/academy/public/course/YjY1ekE0VVo2Sm5STGtYNEh6U1 pOQT09

Length

14 Weeks, 1 Semester

Number of Learners

No. of Enrolled Learners	188
Total No. of Learners that Completed the Course	188
Completion Rate	100%

"IPS Research Methodology (Engineering Approach)"is an online course. It is comprised of modular education that provide online learning information for self-study (40%), online face-to-face classes with an instructor and students (40%). and self-directed assessments by students (20%).

This course introduces how philosophical concepts can be connected to the process of postgraduate students' knowledge development. For a researcher, considering ethical issues is very important. This course helps students recreate themselves as responsible researchers as it promotes the application of ethical and scientific philosophies to the decision-making processes involved when conducting research activities. Researchers high standards will be able to conduct high-quality research in science and technological fields. These studies are expected to contribute significantly to society and the nation.

For the best courses, tokens will be presented to the SME (subject-matter experts) and the students who complete the course will receive a thank-you letter along with a reward. The quality of this course will be further enhanced when the face-to-face online sessions for Philosophy of Science are extended from 1 to 2 hours.

UMP MOOC platform operated and used by the Universiti Malaysia Pahang, a government-affiliated organization in Malaysia.

Thai MOOC, Thailand

Psychology and Daily Life

Criteria for Selection of Best Courses

- Number of Registered Learners
- Completion Rate
- Quality of Content

The course objectives are to promote an understanding regarding the significance of psychology, concepts, and theories focused on self-awareness which is comprised of habits, self-development, personality, identity, motivation, emotion, health and relaxation, roles and sexual behavior, and self-control. Focus is also placed on social psychology including relationships, love, family, social influence, and cooperation with others.

Operating Institution

Chiang Mai University supported by Thai MOOC

Course Managed by

- Dr. Nathawat Longthong
- Dr. Saengduean Yotanyamaneewong
- Nanthaka Fuseekul

Language

Thai language

Course URL

http://thaimooc.org/courses/course-v1: CMU-MOOC+cmu007+T3_2018/about

Length

5 Weeks

Effort

10 Learning hours

Number of Learners (Jan. 2020)

No. of Enrolled Learners	16,796
Total No. of Learners that Completed the Course	1,323
Completion Rate	Approximately 10%

"Psychology and Daily Life"is provided as a self-paced learning course. So, students can take the course at a pace they want. Assessment is carried out through pre and post-exams. Students will take psychological testing and write reports about how to apply the knowledge they have learned in their daily life.

The virtue of this course is that the knowledge learned in the classroom can be applied in daily life. In addition, the presentation of content is well designed and organized. The motion graphics used in the course considerably enhance learners'understanding of the content.

It was recognized for best practices through meetings and conferences for experts held by Thai MOOC. It is expected that the number of learners will be maximized when English subtitles are provided for best practice courses and that the courses can be exchanged with those on other MOOC platforms across the world.

Thai MOOC

Thai MOOC is a free online course platform that has 100 partners. It is operated by a government-affiliated organization in Thailand.

The Framework:
The Best Practice Survey Questionnaire

1. Respondent Information

Affiliation		Position	
Full Name		E-mail	
		Telephone	

2. Platform-operating Institution

Name		
Date of Establishment		
Type of Institution	☐ Government-Affiliated Organization ☐ University-Affiliated Organization ☐ Non-Profit Institution ☐ Other ( )	
Supported by	Government	%
	Private Enterprise	%
	College	%
	Other	%

3. General Platform Information

Name		
Date of Launch		
Total No. of Employees		
Major Service Tragets	☐ Individual Students ☐ Individual Workers ☐ Educational Organizations ☐ Companies ☐ General Citizens ☐ Other ( ) Specific Information:	
Major Service Objectives	☐ Higher Education ☐ Lifelong Education ☐ Skill Development for Workers ☐ Other ( )	
No. of Users	No. of Visitors	
	No. of Enrolled Users	

4. Respondent Information

1. Does the platform have courses which offer certificates for learners to earn college credit?

   (Yes/No)

   1.1 If yes, do learners need to pay for the credit?

   1.1.1 What extra services are covered by the cost?

   1.1.2 If learners can earn credit for free, how is learner participation in the course managed and assessed?

2. Does the platform have any online degree programs?

   (Yes/No)

   2.1 If yes, are the programs offered by partners institutions – academic institutions, non-profit institutions, the national government, corporations, non-governmental organizations (NGOs), etc?

Degree Name	Institution	Cost

   2.2 How is student achievement, such as course progress, assignment completion, and exams scores for each course assessed and verified for degree programs?

3. The ASEM MOOCs Initiative is planning a program to allow credit exchange between ASEM partners. Do you plan to participate in the program? If so, what would be the necessary criteria for credit exchange with colleges abroad?

5. Course Management

1. What are the criteria for selecting and developing the courses?

2. What incentives are there for the course instructors or course-developing colleges (Institutions)?

3. How do you verify the quality of the courses before offering them on your platform?

4. How many partners for course development do you have? Please answer according to the categories below(academic institutions, corporations, non-profit institutions, national governments, non-governmental organizations (NGOs), etc).

No. of academic institutions (colleges and universities)	
No. of corporations	
No. of other partners	
Total No. of Partners	

5. Do you face any particular challenges? Or, could you offer some advice for operating a MOOC system and managing courses in the system?

6. Course Information

Number of Courses Per Subject Area	Total No. of Courses	Current	
		Archived	
		Upcoming	
		Total	
	Subject Area	No. of courses in the subject area	
	Subject Area	No. of courses in the subject area	
	Subject Area	No. of courses in the subject area	
	Subject Area	No. of courses in the subject area	
	Subject Area	No. of courses in the subject area	
	Subject Area	No. of courses in the subject area	
	Subject Area	No. of courses in the subject area	
	Subject Area	No. of courses in the subject area	
	Subject Area	No. of courses in the subject area	
	Subject Area	No. of courses in the subject area	
	Subject Area	No. of courses in the subject area	
	Subject Area	No. of courses in the subject area	
Number of Courses by Length	Less than 6 weeks		
	6-12 weeks		
	Over 12 weeks		
Primary Course Language			
Subtitles Available for Other Languages			

7. Best Practices for Courses

Criteria for Selection of Best Courses		
Course Overview	Course Name and Subject Area	
	Course Objectives and Content	
	Operating Institutions	
	Course Managed by	Teaching Professor Name
		Teaching Assistant Name
		Other Managers Names
	Total Number of Weeks	
	Course Period	
	Course URL	
	Primary course language and availability of subtitles for other languages	
Course Performance	No. of Enrolled Learners	
	Total No. of Learners that Completed the Course	
Strength	Teaching-learning strategies	
	Number of Students	
	Completion Rate	
	Practical Benefits of the Course	
	Other Special Strengths	
How to Support the Best Courses	Examples: to give badges for best courses, to offer additional finances for course development	
Suggestions and Recommendations for Improving this Course		

ANNEX:
Partners Involved in the Projects

Component	Level of Engagement		
	Project Leader	Resource Provider	Observer
Joint Development and Operation of ASEM MOOCs Contents	– University of the Philippines Open University (Philippines) – NILE (ROK)	– Flemish community of Belgium (Belgium) – Universiti Brunei Darussalam (Brunei Darussalam) – FUN-MOOC Network (France)	– DAAD (Germany) – Department of Higher Education (Myanmar) – French Embassy (France) – Commission on Higher Education (Philippines) – European Commission – XuetangX (China)
Development of QA Guideline for ASEM MOOCs	– TCU (Thailand) - NILE (ROK) – XuetangX (China)	– Malaysian Qualifications Agency (Malaysia) – Malaysia MOOC Working Committee (Malaysia) – Flemish Community of Belgium (Belgium) – Universiti Brunei Darussalam (Brunei Darussalam) – FUN-MOOC Network (France)	– DAAD (Germany) – Department of Higher Education (Myanmar) – French Embassy (France) – European Commission
Publication of the Best Practices of Usage and Recognition of MOOCs	– NILE (ROK)	– Malaysia MOOC Working Committee (Malaysia) – Flemish Community of Belgium (Belgium)	– DAAD (Germany) – Department of Higher Education (Myanmar) – Universiti Brunei Darussalam (Brunei Darussalam) – French Embassy (France) – European Commission
ASEM MOOCs Stakeholders'Forum	– NILE (ROK)	– Malaysian Qualifications Agency (Malaysia) – Malaysia MOOC Working Committee (Malaysia) – Flemish Community of Belgium (Belgium) – Universiti Brunei Darussalam (Brunei Darussalam)	– DAAD (Germany) – Department of Higher Education (Myanmar) – French Embassy (France) – -European Commission

Functions of ASEM MOOCs
Initiative Partner-countries

Partner-country	Functions
Project Leader	–Project leaders are in charge of each project and communication matters managed directly with each project leader of the relevant project. Project leaders work closely with resource providers to implement the project.
Resource Provider	–Resource providers have MOOC platforms to provide data and relevant resources for the project implementation. Similarly, resource providers work closely with project leaders to implement the project.
Observer	–Observers are mostly high-government level organizations that consult the process of the project and support financially. Observers perform a function of the bridge between project leaders and resource providers for the desired flow of the project.

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