

## ASEM MOOC STAKEHOLDERS' FORUM

### Executive Summary

- Meeting Objectives :
  - ✓ Review the major progress made since the launch of the initiative
  - ✓ Share the future directions of the ASEM Network of MOOCs initiative
  - ✓ The Signing Ceremony on MOOCs-based Academic Exchange and Cooperation
- Date & Time : 20 November 2017, 09:30 ~ 11:00
- Venue : Hall (2F), Yeong Bin Gwan, The Shilla Hotel, Seoul, Republic of Korea
- Host : The Ministry of Education, Republic of Korea
- Organization : The National Institute for Lifelong Education, Republic of Korea
- Participants : 22 delegates from 3 countries in total (France, Thailand and Korea). The Attendee details appear as **ANNEX 1**.
- Meeting Discussions :
  - ✓ Dr. Heon Joo Suh, Executive Director, Division of K-MOOC, National Institute for Lifelong Education, Republic of Korea briefed the progress, role & responsibility of ASEM MOOCs network institutes (countries) in four components and proposed future plans of the ASEM Network of MOOCs Initiative. The details appear as **ANNEX 2**.
    - The initiative-led activities are listed as follows:

9 – 10 November 2016	Suggestion of the Initiative	1 <sup>st</sup> SOM for ASEMME6 Seoul
6 April 2017	ASEM MOOC Stakeholders' Meeting (as a kick-off meeting for the initiative)	Korean Ministry of Education / NILE
20 November 2017	ASEM MOOC Stakeholders' Forum	Korean Ministry of Education / NILE
20 November 2017	Presentation and endorsement of the Initiative	2 <sup>nd</sup> SOM for ASEMME6 Seoul

- The survey was conducted to determine role & responsibility of ASEM MOOCs network institutes (countries) on four MOOC projects. The result of the survey was shared as follows:

Component	Level of Engagement		
	Project Leader	Resource Provider	Observer
<b>Joint Development and Operation of ASEM MOOCs Contents</b>	<ul style="list-style-type: none"> <li>University of Philippines Open University (Philippines)</li> <li>NILE (ROK)</li> </ul>	<ul style="list-style-type: none"> <li>Flemish Community of Belgium (Belgium)</li> <li>Universiti Brunei Darussalam (Brunei Darussalam)</li> <li>FUN-MOOC Network (France)</li> </ul>	<ul style="list-style-type: none"> <li>DAAD(Germany)</li> <li>Department of Higher Education (Myanmar)</li> <li>French Embassy (France)</li> <li>Commission on Higher Education (Philippines)</li> <li>European Commission</li> </ul>
<b>Development of QA Guideline for ASEM MOOCs</b>	<ul style="list-style-type: none"> <li>TCU(Thailand)</li> </ul>	<ul style="list-style-type: none"> <li>Malaysian Qualification Agency (Malaysia)</li> <li>Malaysia MOOC Working Committee (Malaysia)</li> <li>Flemish Community of Belgium (Belgium)</li> <li>Universiti Brunei Darussalam (Brunei Darussalam)</li> <li>FUN-MOOC Network (France)</li> </ul>	<ul style="list-style-type: none"> <li>DAAD (Germany)</li> <li>Department of Higher Education (Myanmar)</li> <li>French Embassy (France)</li> <li>European Commission</li> </ul>
<b>Publication of the Best Practices of Usage and Recognition of MOOCs</b>	<ul style="list-style-type: none"> <li>NILE (ROK)</li> </ul>	<ul style="list-style-type: none"> <li>Malaysia MOOC Working Committee (Malaysia)</li> <li>Flemish Community of Belgium (Belgium)</li> </ul>	<ul style="list-style-type: none"> <li>DAAD (Germany)</li> <li>Department of Higher Education (Myanmar)</li> <li>Universiti Brunei Darussalam (Brunei Darussalam)</li> <li>French Embassy (France)</li> <li>European Commission</li> </ul>
<b>ASEM MOOC Stakeholders' Forum</b>	<ul style="list-style-type: none"> <li>NILE (ROK)</li> </ul>	<ul style="list-style-type: none"> <li>Malaysian Qualification Agency (Malaysia)</li> <li>Malaysia MOOC Working Committee (Malaysia)</li> <li>Flemish Community of Belgium (Belgium)</li> <li>Universiti Brunei Darussalam (Brunei Darussalam)</li> </ul>	<ul style="list-style-type: none"> <li>DAAD (Germany)</li> <li>Department of Higher Education (Myanmar)</li> <li>French Embassy (France)</li> <li>European Commission</li> </ul>

Observers : Asia-Europe Foundation (ASEF) , ASEM Education Secretariat (Indonesian Ministry of Education and Culture) , ASEM LLL Hub, Chinese Ministry of Education, Danish Ministry of Higher Education and Science, European Commission, UK NARIC (PARTICIPATION LEVEL YET TO BE CONFIRMED)

- The proposed future plans were shared as follows:
  - The survey will be conducted to collect the good practices or cases of usage and recognition of MOOCs in 2018.
  - The workshop to in-depth discuss joint development of ASEM MOOC Contents will be held in Thailand in January 2018.
  - The ASEM Stakeholders' Forum on a yearly base will be held in May or October 2018.

- ✓ Dr. Praweenya Suwannathachote, Faculty of Education, Chulalongkorn University, Thailand presented standards of practice in teaching and learning MOOCs in Thailand. The presentation slides appear as **ANNEX 3**.

● Special Session :

✓ The Signing Ceremony on MOOCs-based Academic Exchange and Cooperation:

- On language and culture, FUN MOOC of France and K-MOOC have signed a MOU on MOOC-based cooperation and collaboration. And they are soon expected to start the working-level consultation to produce MOOC contents on the subject.
- On hospitality and tourism, Dusit Thani College, Mae Fah Luang University of Thailand and Jeju National University of Korea have signed a MOU. From early next year, these institutions will start designing MOOCs on hospitality and tourism together.
- On data science, Chulalongkorn University of Thailand and Korea University of Republic of Korea have signed the joint statement on MOOC-based cooperation and collaboration. Korea University already finished developing two courses (*Mathematical Fundamentals of Data Science* and *Machine Learning for Data Science*). Chulalongkorn University has been developing an introductory course (tentatively, *Power of Data Science* or *Application of Data Science*).

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## ANNEX 1

### ASEM MOOC Stakeholders' Forum Programme and Participants

#### 1. Date and Venue

- Date: 20 November 6, 2017
- Venue: Emerald Hall, Yeong Bin Gwan, The Shilla Hotel, Seoul, ROK

#### 2. Programme

Time	Program
9:30	Opening Announcements
	Welcoming Remarks <ul style="list-style-type: none"> <li>- Younghan Choi, Director General of International Cooperation Bureau, The Ministry of Education, ROK</li> </ul>
	Congratulatory Remarks <ul style="list-style-type: none"> <li>- Dr. Thapanee Thanmmetar , Director of Thailand Cyber University , Office of the Higher Education Commission, Thailand</li> <li>- Dr.Hyangjin Huh, President, Jeju National University, ROK</li> </ul>
	Photo Session
	Main Session
9:40	<ul style="list-style-type: none"> <li>• Introduction of ASEM Network of MOOC Program and its Progresses and future direction <ul style="list-style-type: none"> <li>- Dr. Heon Joo Suh, Executive Director, Division of K-MOOC, National Institute for Lifelong Education</li> <li>- Dr. Praweenya Suwannathachote, Faculty of Education, Chulalongkorn University, Thailand (Development of Quality Assurance Guidelines for MOOCs)</li> </ul> </li> </ul>
	Special Session: Signing Ceremony of MOU on MOOCs-based Academic Exchange and Cooperation
10:00	<ul style="list-style-type: none"> <li>• The MOU between FUN-MOOCs of France and K-MOOC of ROK <ul style="list-style-type: none"> <li>- Mr. Fabien Penone, Ambassador, French Embassy in Korea</li> <li>- Mr. Won-gun Lee, Acting President, National Institute for Lifelong Education, ROK</li> </ul> </li> <li>• The Trilateral MOU among Dusit Thani College, Mae Fah Luang University of Thailand and Jeju National University of ROK <ul style="list-style-type: none"> <li>- Dr. Atthawet Prougestaporn, Vice President for Academic Affairs, Dusit Thani College, Thailand</li> <li>- Dr. Natthakan Iam-On, Assistant to the President, Mae Fah Luang University, Thailand</li> <li>- Dr. Hyangjin Huh, President, Jeju National University, ROK</li> </ul> </li> <li>• The Joint Statement between Chulalongkorn University of Thailand and Korea University of ROK <ul style="list-style-type: none"> <li>- Dr. Supot Teachavorasinskun, Dean of Faculty of Engineering, Chulalongkorn University, Thailand</li> <li>- Dr. Jin Taek Chung, Dean of College of Engineering, Korea University, ROK</li> </ul> </li> </ul>
	Photo Session
	Concluding Remarks
10:50	

### 3. Participants

Country	Name	Position	Institution
ASEM	Evy	Program Officer	ASEM Education Secretariat
FRANCE	Fabien Penone	Ambassador	Embassy of France in Korea
	Dominique Bordes	Head of Department	Delegation for European and International Relations, Ministry of Education
	Jean-Christophe Fleury	Counsellor	Counsellor for cooperation and cultural action, French Embassy in Korea
	Nayon Kim	Academic Officer	French Embassy in Korea
THAILAND	Thapanee Thanmmetar	Director of Thailand cyber university	OHEC
	Supot Teachavorsinskun	Dean of Faculty of Engineering	Chulalongkorn University
	Natthakan Iam-On	Assistant to the President	Mae Fah Luang University
	Atthawet Prougestaporn	Vice President for Academic Affairs	Dusit Thani College
	Praweenya Suwannatthachote	Assistant Professor	Chulalongkorn University
KOREA	Hyangjin Huh	President	Jeju National University
	Jin Taek Chung	Dean of College of Engineering	Korea University
	Hunhee Cho	Associate Dean for planning, College of Engineering	
	Yeonghan Choi	Director General of International Cooperation Bureau	Ministry of Education, Republic of Korea
	Yoonchul Nam	Deputy Director	
	Susie Suh	Deputy Director	
	Won-gun Lee	Acting President	National Institute for Lifelong Education
	Ounjoung Park	Department Head	Department of Tourism Management, Jeju National University
	Kyung Hee Kim	Manager	Computing and e-Learning Center, Jeju National University
	Eunyeong Oh	Officer	Center for International Affairs, Jeju National University
	Gyu-Tae Kim	Professor	School of Electrical Engineering, Korea University
	Taesu Cheong	Professor	Division of Industrial Management Engineering, Korea University

## ANNEX 2

### **Progress of ASEM Network of MOOCs Initiative: Its Components, its Progress and Paths Ahead**

20 November 2017, Seoul, Korea

#### **Background and Purpose**

Against the rapid upsurge of MOOCs platformssuch as*Futurelearn* (UK, 2012.12), *FUN MOOC* (France, 2013.10),*XuetangX* (China, 2013.10), *MiriadaX* (Spain, 2015), *JMOOC* (Japan, 2013.11), *IndonesiaX* (Indonesia, 2015.8), *K-MOOC*(ROK, 2015.10), *Malaysia MOOC* (Malaysia, 2015),*EduOpen* (Italy, 2016.4), *Thai MOOC* (Kingdom of Thailand, 2017.3), and *Swayam* (India, 2017.7)in ASEM region over the past years, the Ministry of Education, Republic of Korea, suggested the *ASEM Network of MOOCs Initiative* during the 1<sup>st</sup> Senior Officials' Meeting (SOM1) for the 6<sup>th</sup> ASEM Education Ministers' Meeting, which takes place in November 2016.

The proposed projects for the Initiative include the ASEM MOOC Stakeholders' Forum, co-development of the ASEM MOOC contents (and possiblycross-operating a degree course), development of aquality assurance guideline for MOOC contents through an international comparative study of quality-related guidelines, and the collection of the best practices on social recognition and usage of MOOC learning outcomes and others.

These projects were briefly presented by National Institution for Lifelong Education (hereafter NILE). NILE has implemented and stabilized the K-MOOC project in Republic of Korea since 2015 in full cooperation with, and under supervision of, the Ministry of Education, ROK.

In this session, we are going to have an opportunity to share what the objective, scope, output images and others of each task with all participants in the Initiative, thereby clarifying the expected role and responsibility of the participants in each project.In order to facilitate the initiative, NILE already did ask each participating partner countries and institutions which project as well as what role & responsibility it is going to take.

## **Details of the Initiative**

### ***Component 1: ASEM MOOC Stakeholder's Forum***

#### **Objective**

ASEM MOOC Stakeholder's Forum, which will be annually hosted and organized by National Institute for Lifelong Education (depending upon the availability of fund) aims to offer as well as serve an open venue or platform for ASEM MOOC stakeholders to share their information, experiences, know-hows, and social recognition and usages of MOOC resulting from the development and operation of MOOC in their countries, thereby laying the foundation for MOOC-based international connectivity and community-building and offering constructive policy inputs to the ASEM Education Minister Meeting.

#### **Expected Output**

The project will produce a collection (or web-style publication) of the good practices or cases of MOOCs in terms of program/course level, institutional/university level, government/policy level, and its social recognition and usage level in ASEM region. In addition, it will make and share policy proposals or suggestions for promoting MOOCs in the region.

#### **Its Progress and Plan Ahead**

The ASEM MOOC Stakeholders' Forum started off with the ASEM MOOC Stakeholders' Meeting, which took place on 6<sup>th</sup> of April in Seoul, Republic of Korea. MOOC stakeholders including experts, professors, government officials, practitioners from over 10 partner countries and institutions joined the Meeting.

Through the Meeting, having fully recognized the significances of considering the benefits for not only the collaborating countries but the students in the region for all projects, it was widely agreed that providing collaborative MOOCs in areas such as language and culture would raise the mutual intercultural understanding among students who participate in exchange programs and their hosts, thereby contributing to enhancing mobility and cooperation in ASEM region.

From next year on, with the support of the Ministry of Education, ROK, NILE organize the ASEM Stakeholders' Forum on a yearly base. For FY 2018, the Forum may take place either in May or in October. In due course, we will invite the partner countries and institutions in the region to the Forum. The Forum may be expected to serve as a footstep towards (tentative) 'Asia-Pacific MOOC Consortium', and further (tentative) 'ASEM MOOC Consortium'.

### ***Component 2: Joint Development of ASEM MOOC Contents***

#### **Objective**

As one of the major tasks for the ASEM Network of MOOCs Initiative, the Joint development of ASEM MOOC contents aims to contribute towards enhancing mutual understanding and regional cooperation through co-development, mutual use of quality MOOC contents, and their exchanges within ASEM partner countries.

More specifically, the project will focus upon the joint development of three to four MOOC contents by the universities in the ASEM partner countries which are designated by, and in cooperation with, MOOC platform-operating institutions in the region. The priority area will tentatively be those of hospitality and tourism, data science, and language and culture, depending upon the availability of participants and fund. The number of MOOC courses is expected to three to four, all of which will be offered and operated under the title of a credential or degree course as a pilot.

After agreeing on which courses to be developed, each participating university in cooperation with MOOC- operating institutions in ASEM partner countries will develop a couple of their own MOOC courses respectively and provide them in a bundled course on participating MOOC platforms.

### Implementation Process

Stages	To be implemented
1 <sup>st</sup>	Conclusion of MoU and Establishment of working group amongst national MOOC platforms and its participating universities.
2 <sup>nd</sup>	Detailed consultation on division of roles and responsibilities and scope of task for each participant in the project through bi-, multilateral working group, including: <ul style="list-style-type: none"> <li>- the number, course subject, and contents of courses</li> <li>- securing budget etc.</li> </ul>
3 <sup>rd</sup>	Terms of Referenceto be signed by all participants to facilitate tangible implementation of the project (if necessary)
4 <sup>th</sup>	Co-development and operation of MOOC contents

### Expected Output

The project will produce the following expected outputs:

- Development of three to four MOOC courses which will be developed and operated by ASEM partner countries
- Staging a credential or micro-degree courses as a pilot, which consists of three to four MOOC courses developed on the basis of a couple interested areas that ASEM partner countries have in common



## **Its Progress and Plan Ahead**

As a first step, JMOOC, K-MOOC and ThaiMOOC in ASEM region signed a trilateral MoU on 3<sup>rd</sup> of March, which has laid a solid foundation for MOOC-based exchange and cooperation between them.

As for data science, Chulalongkorn University (Thailand) and Korea University (Republic of Korea) will sign a MoU about co-development and operation in the area. Korea University has already finished developing two courses (*Mathematical Fundamentals of Data Science*, *Machine Learning for Data Science*) and has been operating them. Chulalongkorn University has also been developing one introductory course (tentatively, *Power of Data Science* or *Application of Data Science*) and will operating this coming January or February.

As to hospitality and tourism, Dusit Thani College (Thailand), Jeju National University (Republic of Korea), and Mae Fah Luang University (Thailand) have been consulting about the themes and contents of MOOC courses since last July. Today, they will sign a MoU, containing MOOCs-based academic exchange and cooperation between them. This coming December onward, the three parties will continue their mutual intensive consultation about MOOCs on hospitality and tourism on a working-level and start to design their MOOC contents from next March or so.

Regarding language and culture, FUN MOOC and K-MOOC will sign a MoU, containing an active involvement in MOOC-based exchange, cooperation and collaboration in terms of institutional level. Next year, through the working-level consultations, K-MOOC and FUN MOOC will follow the above-mentioned implement process and produce an expected outcome.

### ***Component 3: Development of a Quality Assurance (QA) Guideline for MOOCs***

#### **Objective**

We aim to develop a basic quality assurance guideline which ASEM partner countries may refer to when they produce and operate MOOC courses, thereby not only helping MOOC-operating institutions in the region to improve the quality of MOOC courses further but also laying the pavement for MOOC-based exchange and cooperation in and across the ASEM partner institutions and countries.

More specifically, we try to develop *the minimum standards* (or *criteria*) that the MOOC stakeholders and partner countries in ASEM region may adopt and apply to their own MOOC quality management.

In developing a QA guideline which can be applied to ASEM partner countries and institutions, we consider and respect both diversity and independence that the ASEM partner countries and institutions have had in terms of quality control. Therefore, the quality assurance guideline will have both the common set of requirements (minimum criteria) and recommended ones.

## **Expected Output**

The project will produce a quality assurance guideline through a comparative study of the existing QA manuals or guidelines, which is expected to contain the following contents:

- Introduction to MOOCs in ASEM region (a brief introduction to the participating MOOCs such as K-MOOC, Malaysia MOOC, Thai MOOC, and so forth in the region).
- Directions for the development of MOOC contents (providing a checklist containing the check-points that may be necessary or recommended to the analysis/planning, designing and development of MOOC courses)
- Guide for the quality assurance of MOOC contents (providing a self-checklist covering categories from contents quality inspection, copyright, through web accessibility to ethical norms and gender equality before uploading and operating the contents on the platform).

## **Implementation Process**

It is expected that the project proceeds as follows:

At the first stage, the project leader will have a process of identifying the scope of the project. And then, it will collect, and do a comparative analysis of the existing QA related guidelines or manuals in ASEM region. And then, it will design a table of contents considering above-mentioned output image upon basis of various consultation with the participating institutions and partner countries in the project. After that, the institution or partner country in charge will prepare a draft of checklists containing two categories, i.e., both basic and recommended check points.

## **Its Progress and Plan Ahead**

Thailand Cyber University Project (TCU Project) at Office of Higher Education Commission of Thailand has taken the role of project leader and finished its own quality guideline for ThaiMOOC recently. TCU will establish a basic plan for doing a comparative study of the existing QA guidelines or frameworks for online or MOOC contents and make

### ***Component 4: Publication of Best Practices of Usage and Recognition of MOOCs***

#### **Objective**

In order to promote MOOC-based innovation in higher education in ASEM region, it is imperative that the useful information, good practices, know-hows, and social recognition and usages of MOOCs resulting from the development and operation of MOOC in the region should widely be disseminated and shared in the region. The project aims to collect and diffuse best practices of social recognition and usages of MOOCs in the region.

## **Expected Output**

The project will produce a collection (or web-style publication) of the good practices or cases of MOOCs in terms of program/course level, institutional/university level, government/policy level, and its social recognition and usage level in ASEM region

## **Implementation Process**

Stakeholders in partner countries and institutions of the initiative will be asked for presenting their good practices or cases of MOOCs development and operation in terms of government/policy level, institutional (university) level, and course level. A formatted template, which is prepared by NILE, will be distributed to partner countries and institutions of the project before ASEM MOOC Stakeholders' Forum. Their presentation of good practices or case will be published through a series of revision at the end of year.

## ANNEX 3



### MOOC Course Development: Standards of Practice and Quality Assurance

Asst Prof. Praweenya Suwannattachote, PhD

Chulalongkorn University

The 2<sup>nd</sup> ASEM MOOC Stakeholders' Forum  
in conjunction with the signing ceremony on MOOCs-based Academic Exchange and Cooperation  
20 November 2017, Seoul, Republic of Korea

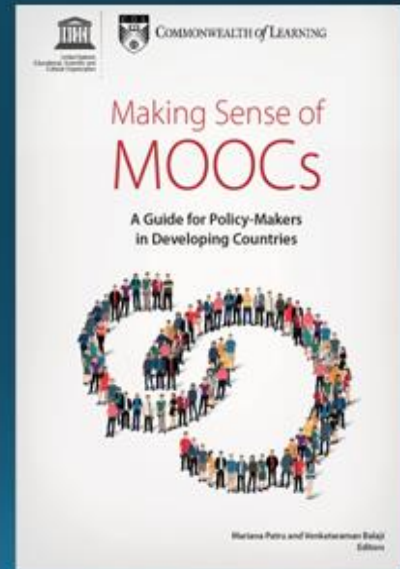
## Open Education Movement

- Education is about sharing.
- Sustainable Development Goals (SDGs)
- Towards 2030: a new vision for education

Ensure inclusive  
and equitable quality education  
and promote lifelong learning  
opportunities for all.

## MOOCs are

- online courses designed for large numbers of participants, can be accessed by anyone anywhere as long as they have an Internet connection,
- are open to everyone without entry qualifications and
- offer a full/complete course experience online for free (adapted from Mulder & Jansen, 2015).



## MOOC Providers

### Global MOOC



### Country Level



### Institutional Level (Thai Higher Education Institute)





Budget Year :  
**2016**

## Synergy of 3 Ministries



Ministry of Science and  
Technology



Ministry of Education



Ministry of Information and  
Communication Technology  
Ministry of Digital Economy  
and Society  
(16 Sep 2016)

## การเรียนรู้ตลอดชีวิต

พัฒนาให้คนไทยก้าวทันโลกที่ไม่หยุดนิ่ง

**Thai MOOC (Thailand Massive Open Online Course)**



[www.thaimooc.org](http://www.thaimooc.org)

Thai MOOC ABOUT FIND COURSES PARTNERS CONTACT

**การเรียนรู้ตลอดชีวิต**  
พัฒนาให้คนไทยก้าวทันโลกที่ไม่หยุดนิ่ง  
**Thai MOOC (Thailand Massive Open Online Course)**

Search for a course

 <b>MOOC mu002</b> หลักสูตรสู่ประชาชนอาเซียน: ภาษาเมือง เศรษฐกิจ และสังคม Starts: Oct 20, 2017	 <b>UTCC-MOOC mu001</b> การวางแผนและออกแบบการขนส่ง (Transportation Planning and Design) Starts: Sep 24, 2017	 <b>NU-MOOC mu003</b> เทคโนโลยีการสร้างอาคาร แบบผสมผสาน (Hybrid Building Construction) Starts: Sep 18, 2017	 <b>NU-MOOC mu004</b> เทคโนโลยีคอนกรีตเสริมเหล็ก (Concrete Building Technology) Starts: Sep 18, 2017
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**สำนักงานคณะกรรมการการอุดมศึกษา**  
Office of the Higher Education Commission

Thailand Cyber University Project





## Thai MOOC

- ThaiMOOC Platform
- Standards and Guidelines
- Courses

ThaiMOOC Phase1:  
 195 courses from 7 Higher Education  
 Development Network and  
 7 Universities

Updated on 27.09.17

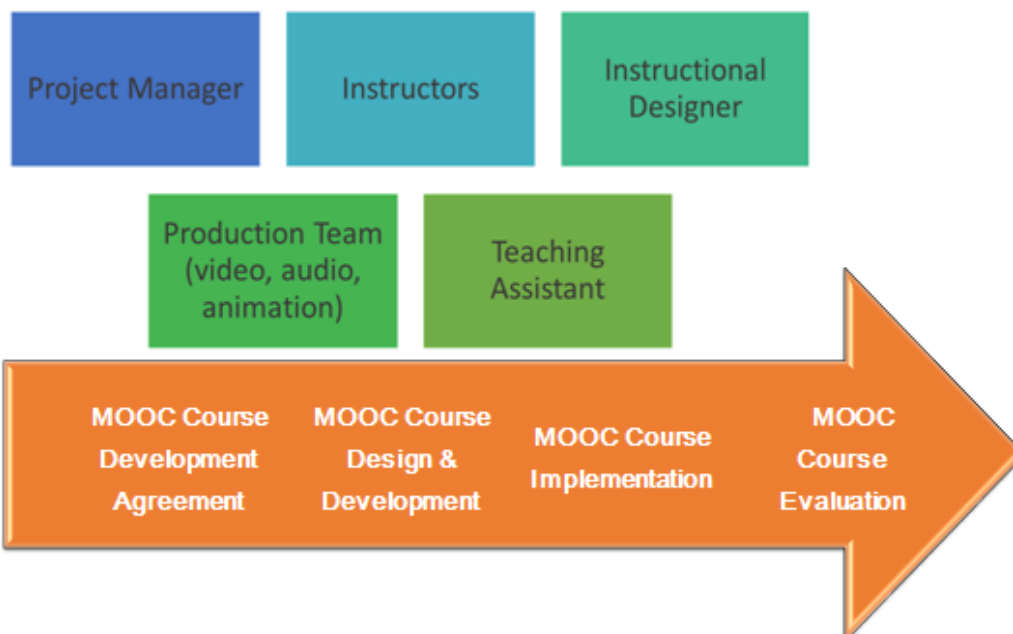




# Standards of Practice in Teaching and Learning MOOCs

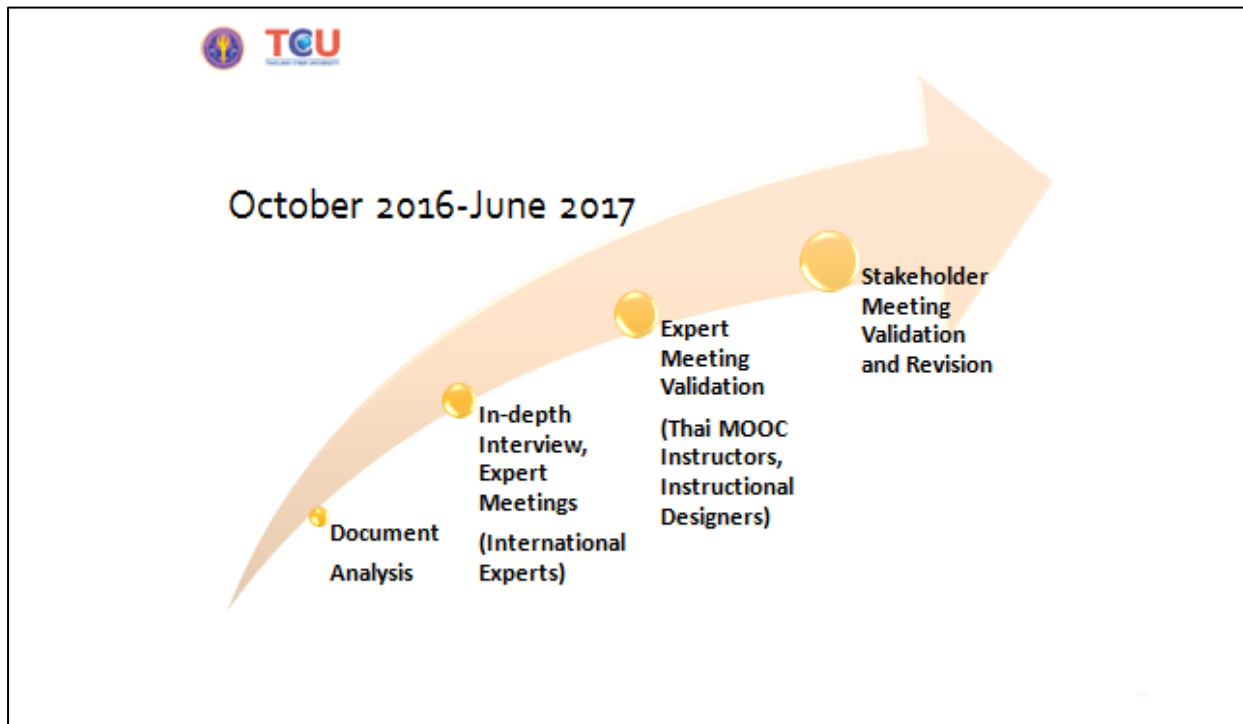
Assistant Professor Praweenya  
 Suwannatthachote, Ph.D.  
 Chulalongkorn University

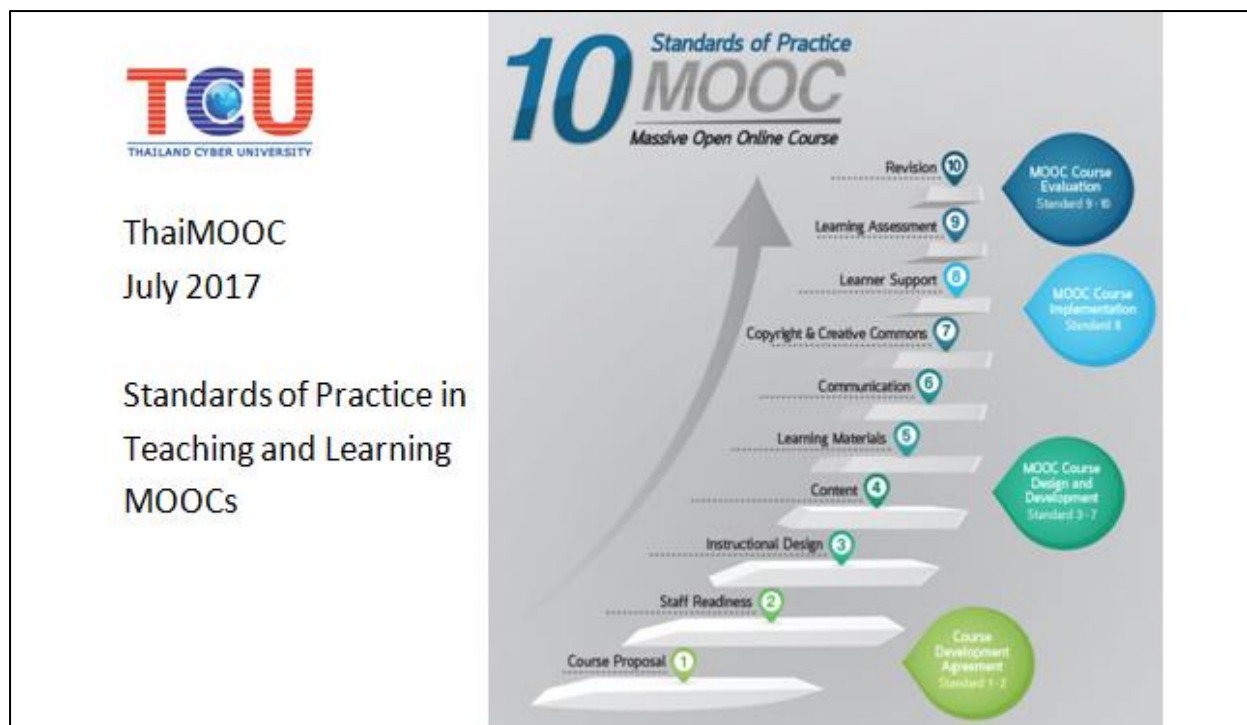
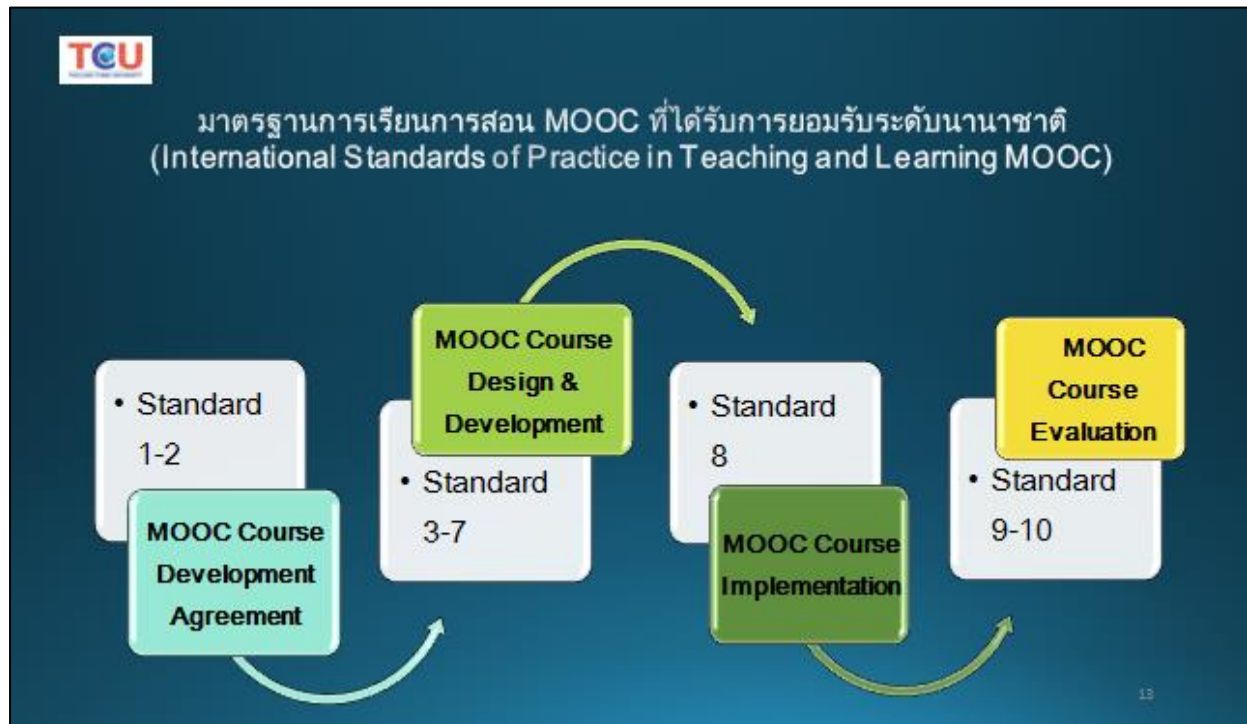
Samoeakarn Sophonhiranrak, Ph.D.



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## Standard 1: Course Proposal

- 1.1 Include course description and expected learning outcomes.
- 1.2 Indicate course objectives, learning content, and amount of learning hour. Learning level is suitable for learners.
- 1.3 Indicate assessment method and criteria.

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## Standard 2: Staff Readiness

- 2.1.1 Instructors have appropriate skilled required to delivery online teaching and learning.
- 2.1 Instructor
- 2.1.2 Instructors have knowledge and experiences that demonstrate the expertise.
- 2.2.1 There are support staff who help design and produce lessons.
- 2.2 Support Staff
- 2.2.2 There are teaching assistants who support online learning and follow up learning result of learners.

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## Standard –3: Instructional Design

- 3.1 **Content** is sequenced and structured and relates to **learning objectives**. The amount of content is suitable for learning duration.
- 3.2 **Instructional strategies and activities** encourage learning process of learners.
- 3.3 Measurement and evaluation are conducted through a variety of approaches to perform **formative and summative evaluation**.
- 3.4 **Delivery system is tested and evaluated** prior to starting the course.

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## Standard 4: Content

- 4.1 Content is accurate.
- 4.2 Content is up-to-date and relating to real experiences that students will encounter, promoting global understanding.
- 4.3 Content is neutral, unbiased, respectful to individual and social differences.

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## Standard 5: Learning Materials

5.1 The quality of self-paced learning materials is correct.

The materials are produced according to media design principles.

5.2 The quality of supplementary learning materials is correct and consistent with course content and learning objectives.

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## Standard 6: Communication

6.1 Communication tools are either embedded tools in the MOOC platform or external web tools.

6.2 Include an explanation of learning sequence, working assignment, and learning instruction in a clear and easy-to-understand language.

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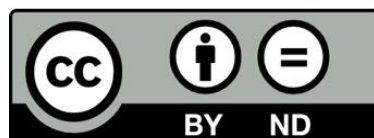
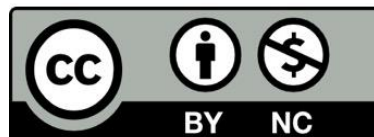
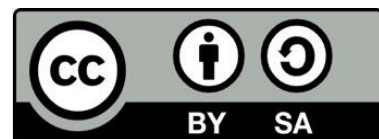
## Standard 7: Copyright and Creative Commons

7.1 Content and learning materials in the course have been **validated according to the license.**

7.2 Creative Commons License of content and learning materials based on the requirement of government agencies and educational institutes is clearly provided.

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## Open Educational Resources (OERs) and Creative Commons





## Standard 8: Learner support

- 8.1 There are learner instructions on how to study online successfully.
- 8.2 Instructors (or TA) inform communication channels and schedule that learners can contact them throughout the course.
- 8.3 Instructors (or TA) **communicate and follow up** learning activities to encourage learners to study in the system.

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## Standard 9: Learning Assessment

- 9.1 Percentage of learners who pass course assessment criteria.
- 9.2 Survey results of student's opinion towards course management.
- 9.3 Certificate for learners who pass course assessment criteria is available.

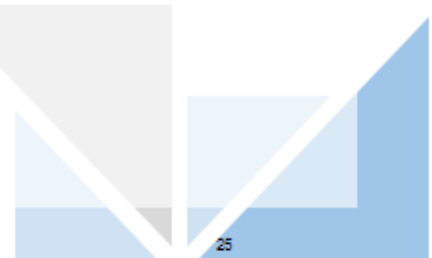
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## Standard 10: Revision

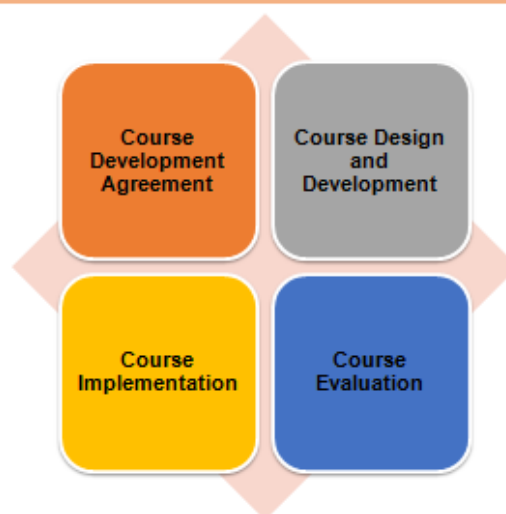
10.1 Learning process of learners, instructors, and support staff is evaluated for course revision.

10.2 Evaluation results are used to improve teaching and learning.



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## MOOCs-based Exchange and Cooperation



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## Unpacking Education 2030

Lim, Cher  
Ping (2017)

AProfessor of  
Curriculum and  
Innovations at The  
Education  
University of Hong  
Kong

Education in Asia-Pacific countries faces three key, inter-related challenges – **equity, quality, and efficiency.**



The First Asia-Pacific MOOCs Stakeholders Summit  
2-3 March 2017 (Bangkok, Thailand)

## MOOCs-based Exchange and Cooperation

- **Quality of content**
  - Content is accurate, up-to-date and relating to real experiences.
  - Content is unbiased and respectful to individual and social differences.
  - Learning materials have been validated according to the copyright and creative commons.
- **Quality of Instructional design and development**
  - Content and is sequenced and structured to achieve learning objectives
  - Video are produced according to media design principles and MOOCs literature
  - Learning activities encourage learning process of learners (includes communication tools and self-directed learning strategies, clear and easy-to-understand of learning instruction).
  - A variety of assessment are conducted.
- **Quality of Learner Support**
  - Instructor team provides communication and encouragement learners to learn.

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## Further work

- Comparative study of MOOC course standards of practice
- Share and learn the good and best practice of quality assurance tools and techniques

## ANNEX 4



Photo 1: Group Photo

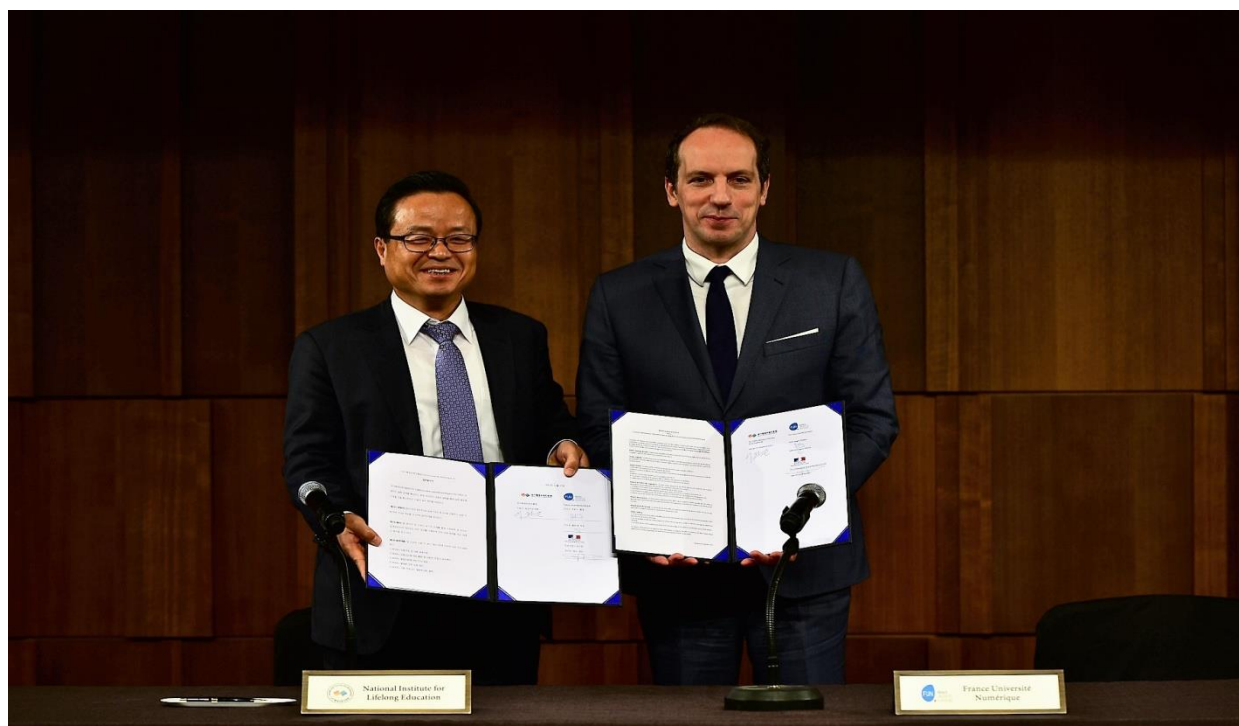


Photo 2: From the left Mr. Won-gun Lee (Acting President, National Institute for Lifelong Education, ROK) and Mr. Fabien Penone (Ambassador, French Embassy in Korea)



Photo 3: From the left Mr. Won-gun Lee (Acting President, National Institute for Lifelong Education, ROK), Dr. Atthawet Prougestaporn (Vice President for Academic Affairs, Dusit Thani College, Thailand), Dr. Hyangjin Huh (President, Jeju National University, ROK), Dr. Natthakan Iam-On (Assistant to the President, Mae Fah Luang University, Thailand), Dr. Thapanee Thanmmetar (Director of Thailand Cyber University, Office of the Higher Education Commission, Thailand)



Photo 4: From the left Mr. Won-gun Lee (Acting President, National Institute for Lifelong Education, ROK), Dr. Jin Taek Chung (Dean of College of Engineering, Korea University, ROK), Dr. Supot Teachavorasinskun (Dean of Faculty of Engineering, Chulalongkorn University, Thailand) and Dr. Thapanee Thanmmetar (Director of Thailand Cyber University, Office of the Higher Education Commission, Thailand)