FOREWORD

Mimi Miyoung Lee

The rapid rise and continuous proliferation of massive open online courses (MOOCs) and open education during the last decade have been documented in many forms of media, academic journals, and professional meetings. A cadre of high-profile trailblazers and early adopters have enthusiastically embraced MOOCs and open education for their potential to foster greater educational equity. In his 2013 keynote speech for the International E-Learn Conference in Las Vegas, one such MOOC pioneer, George Siemens, emphasized the power of MOOCs "as a keystone concept in reformulating education models and creating new ecosystems." Others, more cautiously, have looked for firm evidence of learning success, in part, through a critical examination of attrition and completion rates.

While the impact of MOOCs and open education is global, there has always been a need and a demand for more local stories of applications and implementations from different parts of the world, especially those from emerging and less developed economic regions. Such local stories are important for several reasons. For instance, understanding the regionally specific implementation and subsequent outcomes of various MOOC or open education initiatives have huge implications for adoption and implementation policies at multiple levels of practice. Second, as the connections between formal and informal learning are becoming more seamless, MOOCs can play a vital role bridging the formal to the informal and vice versa. Third, localized cases can help policymakers and practitioners find better ways to design, implement, and evaluate new initiatives related to MOOCs and open education in their communities.

The localized examples also serve to challenge possible assumptions and beliefs behind the production and dissemination of MOOCs and open educational resources. For champions and skeptics alike, the promises and challenges of MOOCs and open education have largely been discussed within the social and cultural values based on North American and European educational systems. Locating the predominance of the MOOC and open education conversation in parts of what some now refer to as "the Global North" is not surprising as these regions continue to be the top producers of MOOCs as well as the prime investigators engaged in MOOC research. Equally important and more urgently needed are investigations into the ways these MOOCs get socially and culturally translated and interpreted in different parts of the world, especially areas with limited educational access and resources.

In response, this book makes salient all of these important issues related to MOOCs and open education in "the Global South" via powerful narratives of local and regional applications and implementations. The editors of this book, Ke Zhang, Curt Bonk, Tom Reeves, and Tom Reynolds, brought their many years of experience and recognized expertise both in research and practice to assemble and curate this much-needed platform of provocative dialogues and reflections. As you

will discover in the Preface, these four renowned scholars have been at the forefront of MOOCs and open education as well as online learning in general from the early days, serving as designers, instructors, researchers, and evaluators of many types of educational innovations.

One could not hope for a better team of experts than these four editors to address the various pivotal issues related to open education in the Global South. As this volume shows, their long record of individual and collective successes as champions of MOOCs and OER is extended in multiple novel and exciting directions with the publication of this timely and eye-opening book. Each chapter will transport you to a different part of the world where MOOCs and/or open educational resources (OER) are being deployed.

The idea for this volume was conceived during the 2017 E-Learn Pre-conference in Vancouver whose goal was to draw attention to how developing countries of the world are taking advantage of these exciting and impactful innovations known as MOOCs and open education. Interestingly, this pre-conference traces its origin back to the 2013 E-Learn Pre-conference resulting in an earlier parallel volume, *MOOCs and Open Education Around the World*, published by Routledge in 2015, of which I was personally fortunate to play a part. These two pre-conference symposia served as working sessions aimed at defining a robust research agenda around open education and MOOCs. In the process, they responded to the increasing need to better understand how people in different regions of the world are implementing and using these innovations. In both symposia, many important issues related to OER and MOOCs were identified and discussed with participants from around the world; among them, accreditation, credentialing, quality standards, instructor roles, participant motivation, assessment, and attrition. The excitement during those symposia can be experienced in many of the pages of this particular volume as well as the first.

The possibilities for transformational changes in education through MOOCS and open education, especially for learners in developing regions of the world, have been widely debated and, for many, generally accepted. However, cases from the direct narratives of local educators, researchers, and administrators have rarely been reported and shared in a common platform with such depth until this volume. Readers will find this timely edition full of valuable case studies, critical perspectives, powerful lessons, and thoughtful answers that will prompt deeper questions as well as capture the continuing evolution and growth of MOOCs and open education. As indicated, the following 28 chapters with cases from Asia, Latin America, the Middle East, Africa, the Pacific/Oceania, and the Caribbean were all masterfully curated by Zhang, Bonk, Reeves, and Reynolds. Each chapter speaks for itself but also engages in a dialogue with other chapters in ways that are sure to challenge the readers' previous assumptions and stimulate future creative initiatives.

Mimi Miyoung Lee

Mimi Miyoung Lee is Professor in the Department of Curriculum and Instruction at the University of Houston (UH). She received her Ph.D. in Instructional Systems Technology from Indiana University at Bloomington in 2004. She is an expert in critical ethnography and design-based research as well as online, flexible, and open forms of learning. Mimi has published research on STEM-related professional development programs, global and multicultural education, cross-cultural training research, interactive videoconferencing, woman leaders in Asia, self-directed learning from MOOCs and OpenCourseWare (OCW), and emerging learning technologies such as wikis. Dr. Lee was co-editor of *MOOCs and Open Education Around the World* published by Routledge in 2015 which was awarded the 2016 AECT DDL Distance Education Book Award. At the same time, Mimi led a special issue of the *International Journal on E-Learning* on MOOCs and Open Education which simultaneously was published as a book by AACE. She may be contacted at mlee7@uh.edu.

MOOCS AND OPEN EDUCATION IN THE GLOBAL SOUTH

Challenges, Successes, and Opportunities

EDITED BY
KE ZHANG, CURTIS J. BONK,
THOMAS C. REEVES,
AND THOMAS H. REYNOLDS

ROUTLEDGE

MOOCS AND OPEN EDUCATION IN THE GLOBAL SOUTH

Challenges, Successes, and Opportunities

Edited by
Ke Zhang, Curtis J. Bonk, Thomas C. Reeves, and Thomas H. Reynolds

Routledge
Taylor & Francis Group
NEW YORK AND LONDON

First published 2020
by Routledge
52 Vanderbilt Avenue, New York, NY 10017

and by Routledge
2 Park Square, Milton Park, Abingdon, Oxon, OX14 4RN

Routledge is an imprint of the Taylor & Francis Group, an informa business

© 2020 Taylor & Francis

The right of Ke Zhang, Curtis J. Bonk, Thomas C. Reeves, and Thomas H. Reynolds to be identified as the authors of the editorial material, and of the authors for their individual chapters, has been asserted in accordance with sections 77 and 78 of the Copyright, Designs and Patents Act 1988.

All rights reserved. No part of this book may be reprinted or reproduced or utilised in any form or by any electronic, mechanical, or other means, now known or hereafter invented, including photocopying and recording, or in any information storage or retrieval system, without permission in writing from the publishers.

Trademark notice: Product or corporate names may be trademarks or registered trademarks, and are used only for identification and explanation without intent to infringe.

Library of Congress Cataloging-in-Publication Data
A catalog record for this book has been requested

ISBN: 978-0-367-02576-2 (hbk)
ISBN: 978-0-367-02577-9 (pbk)
ISBN: 978-0-429-39891-9 (ebk)

Typeset in Bembo
by Apex CoVantage, LLC

Visit the eResource: www.routledge.com/9780367025779

CONTENTS

Foreword *xiii*
Mimi Miyoung Lee

Preface: MOOCs and Open Education—Wandering and Winding Our Way to Today *xvi*
Curtis J. Bonk, Ke Zhang, Thomas C. Reeves, and Thomas H. Reynolds

1 MOOCs and Open Education in the Global South: Successes and Challenges 1
Ke Zhang, Curtis J. Bonk, Thomas C. Reeves, and Thomas H. Reynolds

SECTION 1
Historical Perspectives **15**

2 A Historical Journey Into K-MOOCs Leading to Possible Collaborations With North Korea 17
Yong Kim, Ock Tae Kim, and Jin Gon Shon

3 Current State of Practice and Research on MOOCs in Mainland China: A Critical Review 28
Jianli Jiao and Yibo Fan

SECTION 2
Current Practices and Designs **41**

4 The Different Faces of Open in Egypt 45
Maha Bali and Nadine Aboulmagd

5 Delivering on the Promise of Open Educational Resources: Pitfalls and Strategies 56
Rajiv S. Jhangiani

6 Massive Open Online Courses: The State of Practice in Indonesia 63
Tian Belawati

7 Orchestrating Shifts in Perspectives and Practices About the Design of MOOCs 72
Som Naidu and Shironica P. Karunanayaka

8 A Different Kind of MOOC Architecture for Emerging Economies in Oceania and the Pacific 81
Deepak Bhartu and Som Naidu

9 Nepali High School Students in Massive Open Online Courses (MOOCs): Impressive Results and a Promising Future 90
Baman Kumar Ghimire and Bishwa Raj Gautam

10 MOOCs in Latin America: Trends and Issues 99
Jaime Sánchez and José Reyes-Rojas

11 The Emotional Benefits of Diversity in MOOCs: Reshaping Views of Online Education Through Exposure to Global Learners 113
Trang Phan

Appendix 11.A: Interview Protocol 124

SECTION 3
MOOCs and Open Education for Professional Development 127

12 Insights Into a Nationwide pdMOOC Portal: Bilgeis.net of Turkey 130
Kursat Cagiltay, Sezin Esfer, and Berkan Celik

13 Promoting Open Education and MOOCs in Thailand: A Research-Based Design Approach 140
Thapanee Thammetar and Jintavee Khlaisang

14 Capacity Building of Teachers: A Case Study of the Technology-Enabled Learning (TEL) Massive Open Online Courses 156
Sanjaya Mishra, Martha Cleveland-Innes, and Nathaniel Ostashewski

15 The Development of MOOCs as Incubation Space for Professional and Institutional Learning: A View From South Africa 169
Antoinette van der Merwe, J.P. Bosman, and Miné de Klerk

SECTION 4
Multi-Country Collaborations and Collections **179**

16 Courses for a Cause: MOOC Contributions to a "Better Place for All" 181
Marianne E. Krasny, Zahra Golshani, Brittney López Hampton Coleman, Juan Felipe Restrepo Mesa, Michael Schrenk, Masango Roderick Warakula, Gail Woon, and Yueyang Yu

17 MOOCs in Six Emerging APEC Member Economies: Trends, Research, and Recommendations 199
Insung Jung, Gibran A. Garcia Mendoza, Jennifer Christine Fajardo, Roberto B. Figueroa Jr., and Siaw Eng Tan

18 A Glimpse on How MOOCs From IDB Are Impacting Learners in Latin America and the Caribbean 212
Edgar González, Antonio García, Carlos Macher, and Dou Zhang

SECTION 5
Government Policies and Strategies **227**

19 Advancing Open Education Policy in Brazilian Higher Education 229
Tel Amiel and Tiago C. Soares

20 Global Trends and Policy Strategies and their Implications for the Sustainable Development of MOOCs in Malaysia 236
Purushothaman Ravichandran

21 OERs for Development (OERs4D) Framework as Designed and Implemented in the Philippines 245
Melinda dela Peña Bandalaria

22 Disruptive Learning: Inspiring the Advancement of MOOCs in the Middle East 256
Abtar Darshan Singh, Sumayyah Abuhamdeih, and Shriram Raghunathan

SECTION 6
Organizational Innovations **271**

23 Open Education in the World Bank: A Significant Dividend for Development 273
Sheila Jagannathan

24 From OER to OEP: The Case of an OER-Integrated Teacher Education eLearning Program in Africa 286
Atieno Adala

25 Responsive Innovations in MOOCs for Development: A Case Study of AgMOOCs in India 300
Balaji Venkataraman and Tadinada V. Prabhakar

26 Implementing a Skills Accelerator to Prepare Students in Kenya for Online-Only Bachelor's and MBA Programs That Require MOOCs and OER: A Case Study 310
Michael C. Mayrath, Craig Brimhall, Graham Doxey, Scott Doxey, and Joshua Stroup

Appendix 26.A: Accelerator Learning Objectives 322

SECTION 7
The Future of MOOCs and Open Education 327

27 Evolution of Online Learning Environments and the Emergence of Intelligent MOOCs 329
Paul Kim and Jieun Lee

28 MOOCs and Open Education in the Global South: Future Opportunities 342
Thomas H. Reynolds, Thomas C. Reeves, Curtis J. Bonk, and Ke Zhang

Acknowledgments *351*
Index *353*