EDUCATION OUT LOUD
A look at how MOOC is implemented in UNIMAS
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A Massive Open Online Course (MOOC) is an online course aimed at a large audience, with open access via the Internet. Aside from learning materials such as lecture slides, and videos of lectures and presentations, MOOCs also support interaction via the discussion forums that support interaction between the students with the lecturers or teaching assistants (TAs). The key strength of a MOOC is the organic and dynamic nature of the interaction between the students themselves, which is assisted by the teaching staff.

A little bit of the history:

The term MOOC was coined by Dave Cormier back in 2008 when he taught a course (Connectivism and Connective Knowledge) taken by a small cohort of fee-paying students but also offered to over 2200 online students from the general public. From there, MOOC slowly grew in popularity but only in late 2011 did MOOC becomes a worldwide phenomenon through the launching of several initiatives (Coursera, Udacity, and edX) backed by top universities such as Stanford, MIT, Princeton, CMU, and others.

In Malaysia, the MOOC initiative started in March 2013, whereby Taylor’s University offered a MOOC course called “Entrepreneurship”. Subsequently, in the middle of 2013, the Ministry of Education (MoE) Malaysia, formed a task force at the ministerial level to oversee and implement a MOOC initiative for all public universities in Malaysia.

The goals of the initiative are:

1. to reduce cost and increase efficiency in offering similar courses,
2. to promote lifelong learning,
3. to increase visibility and promote branding for Malaysian public universities, and
4. to improve the quality of teaching and learning for students and lecturers.

In the first phase of the implementation (for 2014), four (4) courses have been selected. These four courses are generic courses either compulsory or common for first year students at public universities. Each of the four courses is assigned to a selected university:

1. Tamadun Islam dan Tamadun Asia – TITAS by Universiti Putra Malaysia,
2. Hubungan Etnik by Universiti Kebangsaan Malaysia,
3. Entrepreneurship by UiTM, and
4. ICT Competency by UNIMAS.

UNIMAS was assigned the task for the above subject through the capacity of the Faculty of Computer Science & IT, which was the chair for the MADICT (Majlis Dekan ICT/ ICT Deans’ Council).

Starting from December 2013, the four universities were given 10 months to design, and develop each of the MOOC courses, with the target to offer the courses starting from the September 2014/2015 session. After various discussion at the universities (implementer) and ministry level, a decision was made by the main KPM MOOC Technical Committee to develop only 30% of the original content into the MOOC format due to time constraint and also as pilot to assess the effectiveness and viability of the MOOC approach.

So, how can the 30% MOOC content be used by lecturers and students? Ideally, a flipped classroom approach can be used to utilise the content, whereby lecturers can instruct students to go through the content and activities prior to a lecture, and use the lecture session to discuss or reflect on the subject matter. The actual benefit of MOOC is the potential interaction that can arise from the participation of students through online activities within the MOOC course cube such as discussion, reflection, and assessment.
TEAM STRUCTURE

SME (Subject Matter Expert)

- Decision on the actual course content

Video Production

- Create storyboard for the various videos (introductory video, video reflection, etc) based on the ID created by the ID team
- Conduct pre-shoot, shooting, and post-production activities

Main Committee

Instructional Design

- Cross structure of context, delivery, activities...

Technical

- Upload the material onto the MOOC platform

screen animation

CAIS

- Or Code

UNIMAS MOOC

Viflection - Video Reflection

1. CAIS
2. Or Code
3. mobile
4. Input output process

BOSS
Prof. Dr. Tonga Noweg

ICT COMPETE

Course Synopsis

In the 21st century, learners are expected to utilize information and communication technology (ICT) tools to access up-to-date resources and perform essential computing tasks. This course is tailored to equip learners with the current ICT knowledge and skills in order to enhance their ICT competency. In this course, they are able to use and apply relevant tools effectively for learning purposes. It also exposes students to security and ethical issues that need to be considered when performing daily computing tasks. Learning materials used in this course are videos, reading materials, and self-assessments for the course content with week-by-week scheduling.

Learning Outcomes

Upon successful completion of this course, you will be able to:

- Explain the current development in computer systems, the Internet, and the World Wide Web (WWW)
- Apply the knowledge of ICT Security and ethics in your daily computing
Based on our experience in developing the pilot MOOC course for KPM, there are several major challenges and positive things that have been achieved.

Some of the challenges are:

✓ **Agreement on the content:** Since the content need to be adopted by the twenty public universities - agreeing on the content is a major challenge. This is due to the fact that generic introductory ICT course is not compulsory or non-existent in many universities. It took several rounds of discussions between representatives of the universities to come up with content that was agreeable among the majority of the universities.

✓ **Team structure not easily scalable:** One of the key elements in the production of the ICT Competency MOOC course is to come up with high quality video content. The production team is one of the biggest sub-committee and also put a lot of time and effort for the video production. It is estimated that a 3 minutes video can take more than a month from preproduction to completion of the video. As such, the current structure of developing the MOOC course is not easily scalable to cater for more MOOC courses, especially on the video production aspect.

✓ **Good actor or subject matter expert:** One key aspect of MOOC is the delivery of content through video. It is important to attract and retain students within a MOOC course, therefore video material is a key element to do so. Thus, comes the dilemma whether to employ a good actor (As in someone in the field with good presentation skill, but not necessarily an expert) or a subject matter expert who is well known in the field.

✓ **Passion:** The involvement of the members in the committee is on voluntary basis, in term of time and effort. To find such team members, and furthermore to sustain them throughout the production period is all about passion.

In conclusion, it has been a long journey from the first idea to the final launch of the KPM MOOC ICT competency course. We have gained invaluable experience in developing other MOOC courses for UNIMAS. Similar to online and blended learning, MOOC and its variety will be one of the key areas for lifelong learning, in line with the newly launched Malaysia Education Blueprint (Higher Education) which includes shift for Lifelong Learning and Globalised Online Learning.

https://www.openlearning.com/courses/ictcompetency