# 2016 e-ASEM Internal Meeting Program

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| **Part 1**<br>(13:30~15:00)<br><br>**Mini conference** | **Chaired by Prof. Mie Buhl**<br><br>**CONDITIONS FOR INSTRUCTIONAL DESIGN**<br>Presenters: Dr Karanam Pushpanadham, Dr. Mie Buhl, & Dr. Lars Birch Andreasen<br>Discussant: Dr. Rita Birzina<br><br>**Frustrating or frictionless: Diversity in Asian and European perceptions of authority in MOOCs**<br>Presenters: Dr.Cathrine Hasse & Dr. Norazah Nordin<br>Discussant: Dr. Azizah Jaafar<br><br>**MOOCs Readiness among Malaysian Adult Learners**<br>Presenter: Dr. Latifah Abdol Latif<br>Discussant: Dr. Roumiana Peytcheva<br><br>**Implementing and Sustaining MOOCs:   Issues and Complexities**<br>Presenter: Dr. Juvy Lizette M. Gervacio<br>Discussant: Dr. Taerim Lee<br><br>**Learning analytics in MOOCs: a comparative review of the state of the art in Japan, Thailand and Spain**<br>Presenters: Dr. Inés Gil-Jaurena & Dr. Tsuneo Yamada<br>Discussant: Dr. Norazah Nordin |
| **Break Time**<br>(15:00~15:30) | **Research Team Meeting with Tea & Coffee** |
| **Part 2**<br>(15:30~17:00)<br><br>**RN1**<br>**Internal Meeting** | **Chaired by Prof. Bowon Kim**<br>- Peer-review and publication plan regarding the current collaborative research<br><br>- Research plan for the next stage |

**[Presentation 1]**

# CONDITIONS FOR INSTRUCTIONAL DESIGN

**Karanam Pushpanadham**(The Maharaja Sayajirao University of Baroda)
**Mie Buhl** (Aalborg University)
**Lars Birch Andreasen** (Aalborg University)

Education at all levels can shape the world of tomorrow, equipping individuals and societies with the skills, perspectives, knowledge and values to live and work. Today, as the world becomes increasingly interconnected, interdependent and globalized, higher education is critical for the achievement of economic, political and social development.Without adequate higher education and research institutions and a critical mass of skilled and educated people, no society can ensure genuine sustainable development (UNESCO, 1998).

Information and Communication Technologies have entailed changes in the conditions for teaching and learning. New technologies do not in themselves guarantee increased quality of learning, but they offer new possibilities and new choices, at institutional levels as well as in specific situations of teaching and learning. E-learning approaches have emerged from being separate initiatives on the fringe to being integrated parts of higher education. With the large-scale development of massive open online courses, MOOCs, new questions have arisen in relation to the planning, organizing and carrying out of the teaching situation.The classical pedagogical questions of what? (content), how? (methods), why? (purpose), and who? (participants) have been supplemented by questions of when? and where? (time and space), by which? (choice of resources), through which? (technologies), and others.

This paper will discuss to what extent MOOCs form new conditions for the development of instructional designs/learning designs? We will address the concepts of instructional design, educational design, and learning design, which have different roots, but in their current use they may overlap and offer new possibilities of thinking educational development (Mor et al., 2015). The paper will highlight the changing landscape of learning in higher education in Europe and Asia through discussions of specificMOOC courses, e.g. in India as part of an initiative where universities include MOOCs as part of their regular programme.

Keywords:   MOOCs, e-Learning, Instructional Design, Learning Design.

**[Presentation 2]**

# Frustrating or frictionless: Diversity in Asian and European perceptions of authority in MOOCs

**Bjarke Lindsø Andersen** (Aarhus University)
**Jaitip Na-songkhla** (Chulalongkorn University)
**Cathrine Hasse** (Aarhus University)
**Norazah Nordin** (Universiti Kebangsaan Malaysia)
**Helmi Norman** (National University of Malaysia)

In this research project (also presented as a joint article with the title: Frustrating or frictionless: Diversity in Asian and European perceptions of authority in MOOCs, we first trace theoretical tendencies in an Asian and European ways of conceptualizing the teacher. Throughout the article, a Danish perspective is taken as exponent for a European perspective and a Thai perspective is exponent for an Asian perspective. It is not important whether those are representative for whole parts of the world, but rather our aim is to show that there are differences in practice that contradicts a convergence that is highlighted in theory and research. We show that there is a theoretical convergence on reducing the role of the teacher and thinking of the teacher a discrete human being. Secondly, we analyze our own data and show that the teacher is by no means gone by is operating as a culturally shaped authority assemblage, which gives preferential treatment to those participants who can decipher the implicit cultural code embedded in course material and interface of the MOOC. Lastly, we discuss the implications of our study for MOOCs as cultural diverse online spaces and the role of the teacher in this regard.

**Keywords**: the teacher, moocs, cultural diversity, authority, assemblages, socio-materialism, science and technology studies (STS).

# MOOCs Readiness among Malaysian Adult Learners

**Zorah Abu Kassim**(Open University Malaysia)
**Latifah Abdol Latif** (Open University Malaysia)
**Thirumeni, T. Subramaniam**(Open University Malaysia)

MOOCs are a recent popular phenomenon in online learning and are being hailed as a solution for the lack of access to education. MOOCs provide free learning opportunities to large number of learners as long as learners can access the Internet.   In the Malaysian context, MOOCs can be considered at an infancy stage. Learners need to possess a level of readiness to engage in MOOCs.   Readiness can be viewed as the minimum requirement of what learners should know and be able to do in order to maximize the benefits of MOOCs.   This study seeks to determine the readiness level of adult learners studying in Malaysian Higher Education Institutions. The instrument used is an online questionnaire consisting of 18 demographic variables and 43 items with 6 constructs:   technical, communication and social competencies, self-efficacy, self-directedness and MOOCs readiness. Sample size is 363 respondents. Descriptive statistics depict competencies, personality of learners and the level of MOOCs readiness. Statistical analysis such as EFA, Chi-Square, Pearson Correlation and Multiple Regressions were used. All six constructs were found to be reliable with a Cronbach Alpha ($\alpha$) above 0.7. Findings indicate that social and self-efficacy constructs were significant for MOOCs readiness (DV). Self-efficacy variable can be explained by respondents level of maturity as majority of the sample (87.6%) are between 26-45 years old , thus , are matured learners. While, social constructs are significant as social competencies such as meeting, connecting and the ability to learn with others are a characteristic of an online learner. This study underlines the importance of understanding the factors that influence MOOCs readiness and therefore, will assist providers in designing effective MOOCs. Lack of readiness on the part of the learner will not only have a negative impact on learning but also create a negative impression on the program quality.

**Keywords:** MOOC, Readiness, Self-efficacy, Social Competency

**[Presentation 4]**

# Implementing and Sustaining MOOCs:  Issues and Complexities

**Juvy Lizette M. Gervacio** (University of the Philippines Open University)
**Alena Pistovčáková**(Technical University   in Zvolen)

Traditional mode of education has been disrupted by the rising of the Massive Open Online Course (MOOCS). The use of MOOCS by certain academic institutions allowed learners to enroll for a minimal fee and can study anytime and anywhere they want.

However, MOOCS are still on its infancy stage and many challenges arise especially in its implementation and sustainability.

This research will look into several factors that would affect the implementation and sustainability of MOOCs.   Specifically, it will discuss:   a) the policy framework that facilitates MOOCs; b) management and organization; c) financial resources; d) competencies and training; and e) infrastructure and technology.

The study will also cite examples and highlight the discussion on the issues and complexities that would guide organizations that are interested to develop and implement MOOCs.

**Keywords**: MOOCs implementation, MOOCs sustainability

# Learning analytics in MOOCs: a comparative review of the state of the art in Japan, Thailand and Spain

**Inés Gil-Jaurena** (National University of Distance Education)
**Tsuneo Yamada** (Open University of Japan)
**Anuchai Theeraroungchaisri** (Thailand Cyber University)

The paper consists of two sections: the first section will focus on the concept and usefulness of learning analytics in MOOCs and in classroom teaching, online education and the blended approach in general. The content will be based on literature review, and it will mention already existing methodologies (for example, statistical sciences and machine learning) and technical standards for learning analytics (such as IMS Caliper Analytics and ADL experience API). The second section will show the research and implementation of learning analytics in the three authors' countries. The study will cover the conceptual approaches and the practical approaches, comparing the software and tools that each country or institution is using or planning to use in their respective online courses. The content will be based on case studies in each country, undertook by each author using a common template. A final discussion and conclusion section will summarize main findings and recommend prospective ideas for implementation and best use of learning analytics.

**Keywords:** learning analytics, MOOC, elearning, comparative study