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MOOCs - Digital Trend or Educational Revolution?

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Asia-Europe Meeting
ASEM Education and Research Hub
for Lifelong Learning



Thailand Cyber University Expert Forum

December 13-14, 2018

Venue : Morakote Room, Hotel Windsor Suites, Bangkok, Thailand



A New Paradigm of ODL for integrating Teaching, Learning, & Technology in the Digital Transformation Era

The ASEM LLL Hub, established in 2005, is an official network of Asian and European higher education institutions, working and learning together to achieve excellence in comparative research on lifelong learning, to offer research-based education policy recommendation, and to develop mutual understanding between Asia and Europe. It also facilitates researcher and student mobility and exchange within and between the two world regions.

The ASEM LLL Hub provides a platform for dialogue between researchers, practitioners and policy makers to contribute to evidence-based educational reform and innovation. Its five research networks exchange knowledge conduct comparative research and produce coordinated publications and reports. In parallel with five active research networks, the Hub has a Hub University Council composed of senior representatives from its partner universities (currently, 36 representatives from 36 universities in 28 ASEM countries) and a Hub Advisory Board that at present brings together 25 national ministries and 5 international organizations.

In cooperation with partner universities and ASEM governments, the ASEM LLL Hub together with its five research networks organizes every year seminars and conferences, publishes books and disseminates information on its website. At ASEM LLL conferences, the research results are presented to the public, representatives of ASEM ministries and academic communities.

e-Asem Research Network 1 cooperate with Thailand Cyber University, Thailand to host e-Asem Forum 2018. The 2 days forum focus on A New Paradigm of ODL for integrating Teaching, Learning, & Technology in the Digital Transformation Era. Close forum and network meeting on Dec 13 follow by open public forum.

Thailand Cyber University Expert Forum

Dec 14, 2018 (TCU Forum): Public Forum

(MC: Associate Professor Dr. Jintavee Khlaisang)

09:00 – 09:30	Registration
09:30 – 10:00	Welcome Speech and Congratulatory Remarks Director of Thailand Cyber University e-ASEM Coordinator
10:00 – 10:40	Keynote Speech 1 (Prof. Suchatchavee Suwansawas, President King Mongkut Institute of Technology Ladkrabang)
10:40 – 11:20	Keynote Speech 2 The Strategies of ODL in the Digital Transformation Era (Prof. Mansor Fadzil, President, OUM, Malaysia)
11:20 – 12:00	Keynote Speech 3 Mobile Learning for ODL in Connected World (Prof. Tae Rim Lee, Vice President Korean Data & Information Science Society)
12:00 – 12:10	Group Photo
12:10 – 13:30	Lunch and Networking
Session 1: The Sustainable ODL System in the Digital Transformation Era : Asian and European Perspectives (Chair : Kobkul Sunphakitjumnong)	
13:30 – 15:30 (120 minutes)	Presenter 1: Jan Pawlowski, Ruhr West University, Germany Presenter 2: Karanam Pushpanadham, University of Baroda, INDIA Presenter 3: Mie Buhl, Aalborg University, Denmark
15:30 – 16:00	Afternoon Tea and Networking
Session 2: Quality Assurance & Assessment in the Digital Era (Chair: Jintavee Khlaisang)	
16:00 – 17:30 (90 minutes)	Presenter 1: Roumiana Peytcheva-Forsyth, (Sofia University, Bulgaria) Trust-based Authentication & Authorship E-assessment Analysis Presenter 2: Assistant Professor Dr. Praweenya Suwannatthachote Chulalongkorn University, Thailand





Prof. Suchatchavee Suwansawas, President

King Mongkut Institute of Technology Ladkrabang

Educational Background

Doctor of Engineering (honorary) in Environmental Science and Technology Tokai University, Japan

Doctor of Science (Sc.D.) in Civil and Environmental Engineering Specialized on Geotechnical Eng. & Underground Construction Massachusetts Institute of Technology (MIT), USA

Master of Science (MS.) in Technology and Policy Specialized on Globalization Policy and System Management Massachusetts Institute of Technology (MIT), USA

Master of Science (MS.) in Civil and Environmental Engineering Specialized on Geotechnical and Geoenvironmental Engineering University of Wisconsin-Madison, USA

Bachelor of Engineering (B.Eng.) in Civil Engineering, Honors
President of the Class 1994
King Mongkut's Institute of Technology Ladkrabang (KMITL)

Work Experience

2017 - Present
President
The Council of University Presidents of Thailand (CUPT)

2015 - Present
President
King Mongkut's Institute of Technology Ladkrabang (KMITL), Bangkok, Thailand

2011 - Present
Council of University Council Members
Rajamangala University of Technology Srivijaya

2016 - Present
Council of University Council Members
Nakhon Ratchasima Rajabhat University

2016 - Present Council of University Council Members
Rangsit University



Prof. Dr. Mansor Bin Fadzil, President / Vice-Chancellor
Open University Malaysia

PRESENTATION

The Strategies of ODL in the Digital Transformation Era

Digital transformation and technological advancement greatly influence teaching and learning at Open University Malaysia (OUM). As Malaysia's premier ODL service provider, OUM focuses on seven areas in order to remain sustainable and stay relevant in the market.

1. OUM is shifting from blended mode of learning to fully online in 2019. It expects that the fully online mode of delivery will enhance learning experiences where learners are able to learn anywhere, anytime.
2. Contents of modules are constantly reviewed to ensure that they remain current and relevant. Since they are in digital format, instant changes and updates are possible.
3. Encourage academics to adopt research culture to enhance their research capabilities.
4. Establish Learning Centres in strategic areas and focusing on customers service to enhance learner experiences.
5. Improvement on marketing activities to ensure that there is an upward trend on the intake of learners per semester.
6. Achieving sustainability through effective cost management. The university will explore opportunities for side incomes and reduce operational cost.
7. Increase staff productivity through work life balance. OUM encourages work life balance through several incentives and policies to increase job satisfaction and productivity. It believes that happy staff will provide good services.



Prof. Taerim Lee

Korea National Open University

PRESENTATION

Mobile Learning for ODL Learner in a Connected World

This project promotes the implementation of mobile e-Book initiative in Bioinformatics Training & Education Center (BITEC) supported from Korean Ministry of Health and Welfare. It is 5 years projects co-work together Seoul National University Medical College and this is the last year of this project. We build up KNOU OER LMS system for training nationwide medical doctors and data scientist too. The leaders of this mobile e-Book initiative for Life Long Learning are KNOU, only one National Open University in Korea, SNU Medical College renowned university in Korea. Despite that mobile delivery of courses in higher education graduate level is yet rare, KNOU with the 45 years of long distance education experience and know-hows has expanded the scope of mobile learning for training medical doctors with e-Book and multimedia lecture available using their cellular phones.

Using ICT the world becoming closely connected and mobile will be an easy accessible educational media for training bioinformatics and data analysis for medical doctors in the era of big data, It was estimated that 95% of the global population living in an area covered by at least a basic mobile cellular network. Global learner have access to the internet and it is expected to continue to rise as more and more open and distance learners, LLL learners come online. The rapid growth in broadband access and usage, driven by mobile broadband technologies, has fostered the development of a mobile learning for training open & distance connected learner.



Prof. Dr. Jan M. Pawlowski

Professour Business Information Systems
 Ruhr West University of Applied Sciences, Germany
 University of Jyväskylä, Finland

PRESENTATION

Managing Digital Transformation: Capabilities and Competencies for the Next Decade

Digital Transformation describes the process of organizational change caused by digital technologies. Trends such as Big Data, Artificial Intelligence or Robotics and Additive Manufacturing will lead to substantial and disruptive changes for organizations in all sectors. It will be a key challenge to understand which factors have to be addressed in the transformation process.

Also for researchers new challenges will emerge in different disciplines . At the conference, I will outline some of the challenges and initial solutions for research and practice to manage digital transformation. The challenges address both, the organizational and individual level.

Assessing Organizational Capabilities

As a first step, it is necessary to understand the status of organizations in the digital transformation process. The following figure shows the key aspects and influence factors to be addressed.



Figure 1: Digital Transformation Readiness

Digital Transformation Competencies

Digital transformation also means a transformation of competencies for individuals in organizations but also as citizens. Our empirical research with academic experts and practitioners (n=49) has identified a framework for Digital Transformation Competencies. The figure below shows the specific framework for the management level.

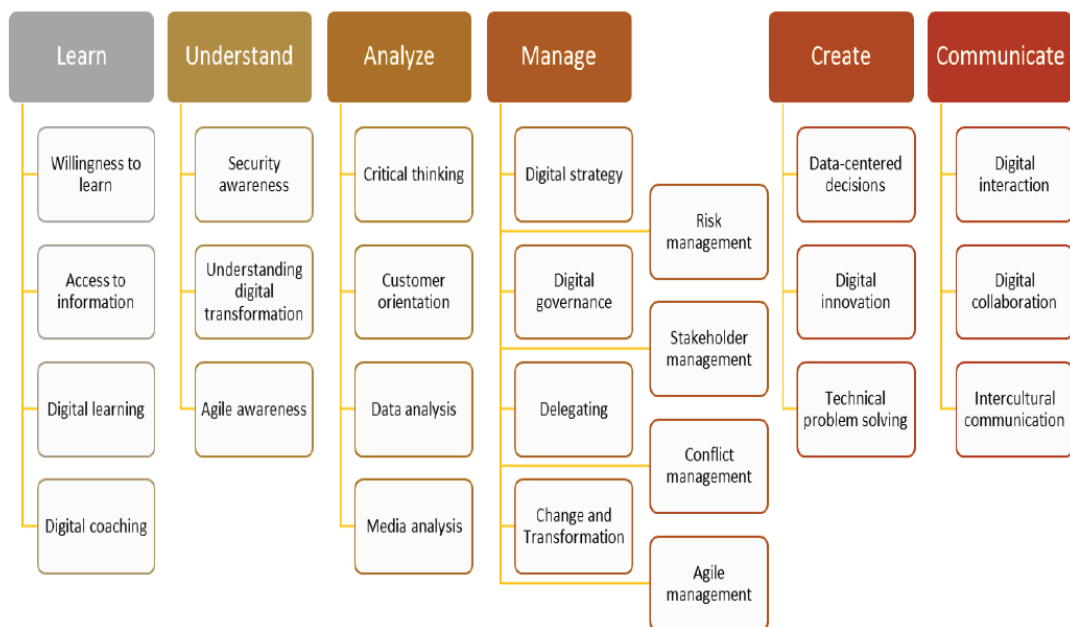


Figure 2: Digital Transformation Competence Framework – Management Level (Moudrik, Voss & Pawlowski, 2019)

As a conclusion, we provide a basis for change processes in the age of digitalization. Two aspects need particular research attention: Understanding and assessing the status of digital transformation of organizations and identifying and assessing competence requirements for individuals. Our research provides research models for both. As a next step, we propose to launch comparative research projects across continents and countries to better understand the influence of culture on digital transformation.



Prof. (Dr.) Karanam Pushpanadham

Professor of Educational Management
Faculty of Education and Psychology
The Maharaja Sayajirao University of Baroda
Vadodara, Gujarat, India.

PRESENTATION

Learning Spaces In Digital Era: Implications to Instructional Design In Higher Education

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 in a sustainable manner. Higher education being the highest in academic ladder is of paramount importance for economic and social development. Nations have been investing on higher education for generating relevant knowledge and honing essential skills for human resources for sustainable development. A university is a place where new ideas germinate, strike roots and grow tall and sturdy. By giving people access to knowledge and the tools for increasing and diversifying their knowledge, higher education expands people's productivity, as well as national capacity and competitiveness (Yashpal 2005). Today, as the world becomes increasingly interconnected, interdependent and globalized, higher education is critical for the achievement of economic progress, political stability and peace, as well as for building democratic culture in the society. Learning Space or the term "learning environment" suggests place and space that is interconnected and technology-driven that can be virtual, online, remote; in other words, it doesn't have to be a place at all. Perhaps a better way to think of 21st century learning environments is as the support systems that organize the condition in which humans learn best – systems that accommodate the unique learning needs of every learner and support the positive human relationships needed for effective learning. Learning environments are the structures, tools, and communities that inspire students and educators to attain the knowledge and skills the 21st century demands of us all. Learning in the digital era must take place in contexts that "promote interaction and a sense of community [that] enable formal and informal learning.". This paper focused on the relationship of physical spaces and technological systems to learning, and more importantly, how those resources support the positive human relationships that matter most to learning. And while technology, space, time, culture, and policy will be discussed separately, it is important to remember that their power is cumulative.



Prof. Dr. Mie Buhl

Aalborg University Copenhagen

PRESENTATION

MOOCs - Digital Trend or Educational Revolution?

MOOCs – Massive Open Online Courses – have become a popular new model for education inside and outside educational institutions. MOOCs hold a promise of free and accessible education for all. MOOCs enjoy unique advantages: an ability to reach a massive audience by being online and open to anyone, and a flexible learning approach thanks to self-paced courses. The characteristics of MOOCs are of interest from a lifelong learning perspective because they offer a possible solution to a rapid and increasing need for education worldwide.

Within only a few years, MOOCs have been widely adopted and accepted as part of the educational agenda. The MOOC phenomenon prompts optimism as well as scepticism mostly because it is being considered within the discourses it disrupts. Is it, for example, enough for many MOOC enrollees to participate for their own sake, and to get access to just those resources and those activities in which they participate? Considering the high number of participants who enrol in a MOOC, this might be the case, but does not in a traditional sense carry learners through the whole course. On the other hand, to what extent is the purpose of MOOCs to be equivalent with other kinds of education or competence development? And what demands does this give rise to in relation to which ways of assessment are being used in MOOCs? Is enrolling in a MOOC for example a good “deal” for the learners in the sense of taking a shortcut to a certificate? This presentation discusses potentials and challenges and arguing that new digital trends may make promises, but there are no quick fixes, when it comes to sustainable learning



Prof. Dr. Roumiana Peytcheva-Forsyth

Director of Sofia university Distance education center
Sofia University, Bulgaria

PRESENTATION

Trust-based Authentication & Authorship E-assessment Analysis -TeSLA project and its results

The bigger is the growth of e-learning and online education during the last decade the more important the way of assessing online learners become. In order to provide an alignment between the teaching, learning and assessment processes, it is essential to employ the use of ICT in assessment.

As Brown et al.(1996) suggests “due to paradigm shift in educational technology, it may become unfair to train learners online and then use pens for assessments.”

The use of information technologies as a mediator in learning and assessment adds new dimensions to these processes for both on-line and on-campus students. On the one hand, technology has a pronounced positive effect in terms of new possibilities for implementing learning and assessment anytime and anywhere. In assessment, a range of tools help to extend the range of possible approaches and methods, whilst also raising its objectivity and ensuring its effectiveness by automating the processes of assessment. Discussing the advantages of e-assessment, and more specifically web-based testing, Hamilton and Shoen (2005) argue that it “has significant advantages in terms of cost, ease of use, reliability, replicability, scoring, aggregating results, and data management”.

On the other hand, e-assessment and the assessment of online students in general presents a number of challenges, perhaps, the most serious being impersonation and plagiarism. These undermine the quality of online learning and assessment and challenge the management of the universities offering online education. To meet these challenges the European Commission has approved funding for the TeSLA project. The overall objective of the TeSLA project is to define and develop an e-assessment system which ensures the authentication of learner identity and authorship in online and blended learning environments, so allowing assessment to be carried out at a distance and avoiding the time and physical space limitations imposed by requiring face-to-face examinations. The presentation discusses some of the results of the project which involves more than 23 000 students and 160 teachers in testing TeSLA instruments. The students’ (including the SEND students) and teachers’ perspectives on different aspects of using e-authentication and plagiarism detection in e-assessment are presented.



Asst. Prof. Dr. Praweenya Suwannatthachote

Chulalongkorn University

Educational Background

Ph.D. in Educational Communication and Technology from Chulalongkorn University, Thailand

M.Ed. in Audio-Visual Education from Chulalongkorn University, Thailand.

B.Ed. in Educational Technology from Prince of Songkla University, Thailand

Work Experience

Praweenya Suwannatthachote is an Assistant Professor in the Department of Educational Technology and Communications at Faculty of Education, Chulalongkorn University, Thailand, where she has been since 2004. From 2012 to 2014 she served as Assistant Dean. During 2017-present she has worked as the Assistant to the Director of Learning Innovation Center, Chulalongkorn University. She received her Ph.D. in Educational Communication and Technology in 2003.

She is a committee member of the academic advisory group of the Thailand Cyber University Project (TCU) under the Office of Higher Education Commission, Ministry of Education and has been involved in many TCU projects especially as a member of the instructional team of the open learning and online program titled “e-Learning Professional Certificate Program”. Her research interests include learning design, integration of technology into teaching and learning, online learning environments, MOOC, and teacher development. Her recent research is ‘Standard of Practice in Teaching and Learning MOOCs’.

[Email: praweenya@gmail.com]

PRESENTATION

Quality Process of MOOC: pedagogy and assessment

The question about the quality of MOOC raises reviewing and developing practice for the quality of assurance. To support the ThaiMOOC course development, the Thailand Cyber University developed ten standards and guidelines in 2017. However, the lack of knowledge and understanding of MOOC quality among various MOOC creator teams showed the need of online courses for instructor, video production team, and course administration to ensure the input and process of quality assurance. Therefore, the MOOC creator teams are required to attend the three online courses in the second phase of ThaiMOOC. Four dimensions of ThaiMOOC QA are quality of instructor and staff, MOOC course design and development, MOOC course implementation, and MOOC course evaluation. Although the number of certificate of completion showing that the participant lasted until the end but the MOOC course design and development should focus on pedagogy and assessment to level up the knowledge and competence of participants. And after the implementation and evaluation, the continual improvement on designing pedagogy and assessment is a significant step to improve quality assurance in the digital learning era.



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