

MOOCs: regional, national and institutional policies to expand higher education
and advance UN's sustainable development goals: **The case of Mexico**

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Purpose

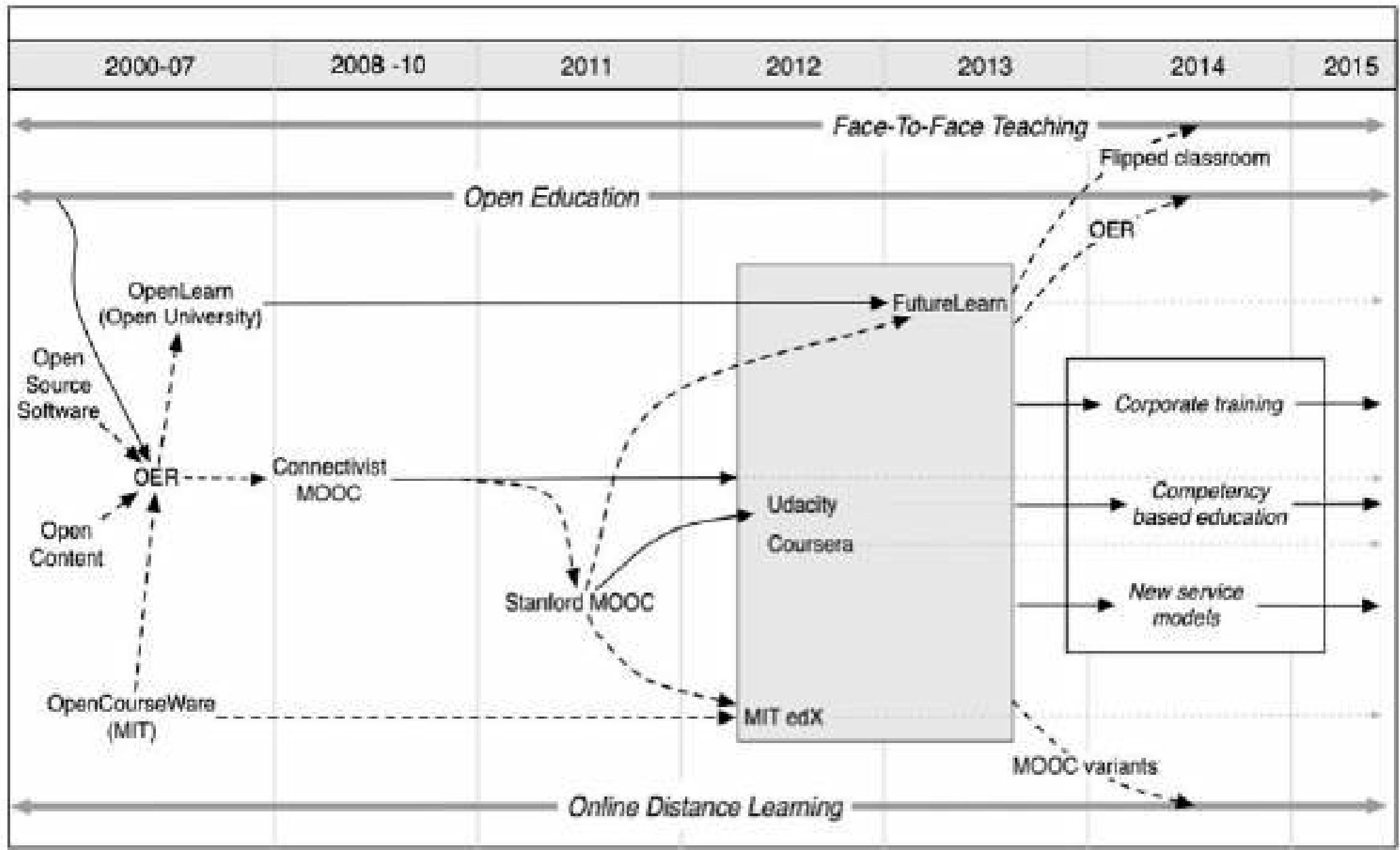
- **Overview** of MOOCs
- Regional, national and institutional **perspectives** on the use of MOOCs for expanding higher education and learning opportunities
- Analyse **Mexico's** federal government's **policies** for expanding higher education and **to what extent** are **MOOCs** or ICT being considered

MOOCs

- Global trend over **100** million students
- Recent innovation, **fast evolution**
- **Software** development, **storage** capacity, **innovative** learning theories, **algorithms**
- **Distribute** knowledge and learning opportunities **worldwide**
- Largest market share: Coursera, Udacity and edX
- Over **60** technological platforms
- MOOCs not changed higher education landscape radically
- Contribute to **lifelong learning** and improve **qualifications** of millions

MOOCs for expanding higher education and learning opportunities

- Knowledge society: need to **increase** worldwide **enrollment** in higher education
- The **knowledge worker**, for nonexistent jobs and technologies not invented
- UN's **4th SDG**: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
- Use **technology** as lever
- MOOCs have changed throughout their short existence



Legend: **→** Directly related (dashed arrow); **→** Other relationship (solid arrow); **▭** Grouped entities (solid box)

Main changes in MOOCs, remain powerful tool

- Democratize **access** to higher education
- **Business** models: For free, not for free, *freemium*, for credit
- Instructional **design**: cMOOCs, xMOOCs, NOOCs, Competency based, Storytelling, Badges
- **Interaction** among participants: Coursera, FutureLearn, European MOOC Consortium
- **MOOCs** have proven to be a **powerful tool** for expanding higher education and learning opportunities

Higher education enrollment

- Steady worldwide **growth**
- 2000 = **100** million
- 2014 = **207** million (UNESCO, 2017)
- Increase in gross enrollment rates. **19%** to **34%**, same period
- Large differences. **Sub-Sahara** region **8%**, **Europe** and N. America **75%**
- **Mexico's** higher education enrollment **38.4%**
- Latin American region **48%**, OECD **72.8%**
- Paramount importance: **increase** higher education **enrollment** in Mexico
- Fourth industrial revolution, UN's **17 SDG**
- More **brick** and **mortar** institutions **won't** be **enough**

Regional, National and Institutional perspectives: Europe

- **European MOOC Consortium**: FutureLearn, FUN, OpenupEd, MiriadaX and EduOpen
- **5** networks, **280** institutions, **1000** courses, **15 million** students
- Recent Common **Microcredential** Framework, building blocks to larger qualifications and degrees recognised amongst countries and institutions
- Languages: English, French, Spanish, Italian, **aligned** 4 SDG
- **Moonlite Project**, use of MOOCs for **refugees**, **migrants** and students

Regional, National and Institutional perspectives: Europe, Example: Norway

- Royal **Decree**, Commission created in **2013**
- Mandate: **Examine** possibilities and challenges of **MOOCs** and similar offers
- **Six** specific **measures** made to government
- Yearly **economic support** for each one
- Among them: access to **platforms** in Norwegian and Sámi languages, central **support** for MOOC development, **public funds** for collaboration initiatives

Regional, National and Institutional perspectives: Africa

- **MOOCs for Africa** and Emerging Countries Programme
- Led by Ecole Polytechnic Federal de Laussane
- Network of **11** partner universities in Sub-Saharan region
- **48** MOOCs
- **200,000** students
- New **hybrid** education **model** using MOOCs, face to face and proctored exams, close work with employers
- MOOCs for Development, **Commonwealth of Learning**, SDGs

Regional, National and Institutional perspectives. Asia Pacific

- **2017** the Asia-Pacific Ministerial **Forum on ICT** in Education was held in Seoul, Republic of Korea
- **Support** Ministers, high-level government officials, key stakeholders and experts to leverage the full **potential of ICT** in alignment to **SDG** number four.
- **Priority** areas: Secondary and tertiary education; quality, inclusion, evaluation
- 2018 Asia-Pacific Regional Seminar on **MOOCs for Higher Education**: Seizing Digital Opportunities to Achieve SDG4
- **20** countries, more than **100** experts

Common practice among regions

- **Support** expanding higher education and learning opportunities
- Identify and use **ICT** and **MOOCs** as lever
- Allocate state **funds**
- Promote regional, national and institutional **cooperation** and **collaboration**

Mexico's policies for expanding higher education

- **Equity** in **access** to education: main principle of educational policies
- Constitutional **amendment** = higher education **compulsory**
- No rejection program, **25,000** students
- Political debate, use of **entrance** examinations
- **100** new Benito Juárez **Universities** for the Wellbeing, up to **300,000** students by 2024
- Students receive 120 U.S. monthly stipend up to 10 months
- Little is known of educational model, pedagogies and use of ICT
- **More** brick and mortar universities will **not do the trick**

Mexico's non-school based university system

- School based = **Face** to Face
- **Non-school** based = Open, Distance, Virtual
- In non-school based are Saturday's face to face programs, **UPAV**
- **14%** Mexico's higher ed enrollment in non-school based
- Private institutions **81%** of non-school based enrollment
- Mexico's Open and Distance University (Virtual), **51,000**
- **Virtual universities** in Veracruz, Michoacán, Estado de México, Guanajuato and Jalisco, many public state and national universities offer online B.A. and Masters programs
- Mexico's **MOOC production** = UNAM, Monterrey Tec, Mexico X (70 universities and organizations)

Mexico's perspective on the use of MOOCs to expand higher education and further UN's sustainable development goals

- Given widespread and **worldwide use** of ICT and MOOCs
- In Mexico **no reference** to **ICT or MOOCs** in official documents
- **No** reference of **support** to Open and Distance University, Virtual universities or universities' distance and virtual programs
- **Decrease** of operational **budget** of Mexico X
- **Dismissal** of most capable **human resources**
- No information on World Bank **130 million U.S. loan** for producing digital resources
- **Scarce reference** of MOOCs (twice) in ANUIES Visión y Acción 2030 document

Mexico's perspective on the use of MOOCs to expand higher education and further UN's sustainable development goals

- **Common practices** worldwide: Political support, technology as lever, allocation of funds, promote cooperation and collaboration
- **Mexico supports increase** in higher education enrollment by way of **new** brick and mortar **universities**
- **No** reference to **MOOCs**, ICT, public funds, and cooperation and collaboration
- Mexico's **policies** are **not in line** with common practice
- **Scarce reference** in ANUIES' publications of MOOCs importance
- **No reference** in UDUAL's Common Space for Online Higher Education (ECESELI)

Fortunately, much is happening....

- **Universities** and government organisations are **taking the lead**
- **México X** platform is very active hosting MOOCs, 70 organisations, **2.5 million** students
- Many MOOCs **aimed** at **UN's SDGs**
- **National Institute of Women**, Sexual Harrasment Protocol
- **Center for the Prevention of Natural Disasters** Emergency Psychological Treatment in Earthquakes
- Mexico needs a **national strategy** to be part of worldwide open education. **MOOCs as common Good.**

Fortunately, much is happening....

Mercado, R. (Coord.) (2018). Cursos Masivos Abiertos en Línea (MOOCs): El caso de México. Serie editorial Háblame de TIC.

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Thanks

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