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# AIDE

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The official electronic publication of the Asian Institute for Distance Education

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# Gauging the Use and Application of Massive Open Online Courses in the Philippines (4 of 4)

In most respects, there is little other than a policy-decision that prevents HEIs from piggy-backing on or adopting already-existing MOOCs from providers like Coursera, edX, Udacity, or EdCity, among others. The real question is why there has not been a more enthusiastic uptake of the idea (De Dios, 2015). The hindering factors that will be discussed in findings No. 3 may provide appropriate response on the low uptake.

## 2. Application or utilization of MOOC and its opportunities

Fifty (50) graduate students from a state university and one private school who are currently enrolled in graduate school of 2nd semester SY2018-19 were surveyed. The survey questions were used to determine if they are aware or have utilized MOOCs in their coursework. Students are 26 years old and above, 70% are female while 30% male, 100% are working, 75% are from private sector while 25% are from government. Results revealed that 96% are not aware about MOOCs and have not use any of the online materials available in MOOCs, while 4% have used MOOCs. When the users were asked about the particular use of MOOC, they indicated that they use it for their lessons in the graduate school. When asked about the platform they have been using, they specifically mentioned the use of Coursera.

This findings on the greater number of unaware users, only validates the result of the study made by Garrido, M., Koepke, L., Andersen, S., Mena, A., Macapagal, M., & Dalvit, L. (2016), in an interview made by them with key government informant. The result of the interview specifically provides:

> *"I do not know and have not heard about Massive Open Online Courses yet. But if this could provide free access to education to the public that is of big help to people who would want to learn and enhance their capabilities. This may also help them find and get jobs. It would be better if the employer would recognize the certificates obtained from a MOOC."*

On the contrary, in the survey conducted by Castel (2017), majority (62.4%) revealed that they are aware of the existence of MOOCs while only 37.6% answered that they did not know MOOCs existed. Despite the high awareness of MOOC existence however, only a very small number of the respondents has taken part of MOOCs. Only 32 respondents or 12.8% of the 250 survey population have already participated in MOOCs prior to the survey. In addition, out of the 32 MOOC participants included in this study's survey population, only 24 or 75% finished their MOOC Courses.

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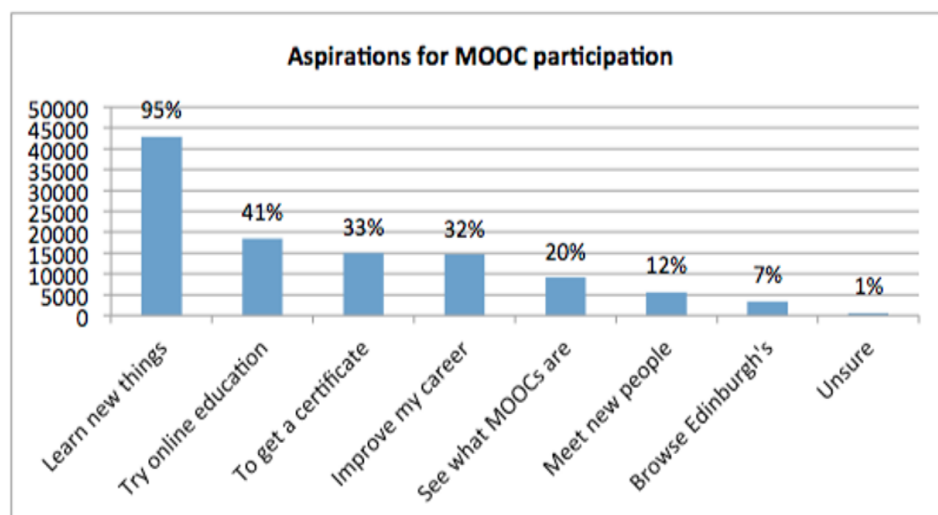# Gauging the Use and Application of Massive Open Online Courses in the Philippines



Figure 1. Aspirations for MOOC participation
(Source: Edinburgh University, 2013)

### 3.1. Inadequate technology infrastructure to support MOOC – Slow and Expensive Internet Access

The Philippines is regarded to have one of the slowest and expensive Internet access not only among the ASEAN member states but also globally (dti.gov.ph). The Philippines performed poorly on the speed and availability of long-term evolution (LTE) connection in the country, according to mobile network research firm OpenSignal (cnnphilippines.com, 2017).

This is also validated by the result of the study made by Akamai Technologies (2018) on the Global State of the Internet Report, which stated that the country continues to have one of the slowest internet connection speeds across the Asia Pacific. Akamai said the global average connection speed "increased 2.3% quarter-over-quarter to 7.2 Mbps, a 15% increase compared with one year prior." The Philippines, however, falls short of the global average. Its average connection speed is just 5.5 Mbps . In terms of average peak connection speeds, the Philippines is second lowest, just above India. While India has an average peak connection speed of 41.4 Mbps  (See Table below), the Philippines has an average peak connection speed of 45 Mbps (rappler.com).

### 3. Factors that affects the application or utilization of MOOCs

Two things generally affects the slow uptake of MOOCs in the country. From the gathered literature that were reviewed, it revealed that the Philippines has slow and expensive internet access and the households are mostly have little or no access to personal computers and internet.

In many developing countries, there is simply inadequate technology infrastructure to support the systematic use of MOOCs in any substantial way. Learners from developing countries come from geographical locations with various levels of infrastructural facilities. MOOCs require a strong digital infrastructure, one that can handle downloading or streaming high definition videos and participation in social media platforms and discussion forums (PIDS, 2015).

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**Table 2. Average Connection Speed**

| Global Rank | Country/ Region | Q1 2017 Avg. Mbps | QoQ Change | YoY Change |
|---|---|---|---|---|
| 1 | South Korea | 28.6 | 9.3% | -1.7% |
| 4 | Hong Kong | 21.9 | -0.2% | 10% |
| 7 | Singapore | 20.3 | 0.8% | 23% |
| 8 | Japan | 20.2 | 3.1% | 11% |
| 16 | Taiwan | 16.9 | 7.9% | 14% |
| 21 | Thailand | 16.0 | 20% | 49% |
| 27 | New Zealand | 14.7 | 14% | 40% |
| 50 | Australia | 11.1 | 9.6% | 26% |
| 58 | Vietnam | 9.5 | 15% | 89% |
| 62 | Malaysia | 8.9 | 9.1% | 40% |
| 68 | Sri Lanka | 8.5 | 17% | 58% |
| 74 | China | 7.6 | 20% | 78% |
| 77 | Indonesia | 7.2 | 6.7% | 59% |
| 89 | India | 6.5 | 17% | 87% |
| 100 | Philippines | 5.5 | 20% | 57% |

**Table 3. Average Peak Connection Speed**

| Global Rank | Country/ Region | Q1 2017 Avg. Mbps | QoQ Change | YoY Change |
|---|---|---|---|---|
| 1 | Singapore | 184.5 | n/a | 26% |
| 4 | Hong Kong | 129.5 | n/a | 17% |
| 5 | South Korea | 121.0 | n/a | 17% |
| 8 | Thailand | 106.6 | n/a | 53% |
| 13 | Taiwan | 94.7 | n/a | 14% |
| 14 | Japan | 94.5 | n/a | 12% |
| 35 | New Zealand | 70.8 | n/a | 42% |
| 43 | Indonesia | 66.1 | n/a | -40% |
| 50 | Malaysia | 65.1 | n/a | 38% |
| 61 | Vietnam | 59.0 | n/a | 73% |
| 62 | Sri Lanka | 57.3 | n/a | 62% |
| 64 | Australia | 55.7 | n/a | 27% |
| 86 | China | 45.9 | n/a | 48% |
| 88 | Philippines | 45.0 | n/a | 50% |
| 97 | India | 41.4 | n/a | 62% |

*Source: rappler.com*

In the study of Garrido et. al (2016) the majority of the respondents reported low internet speed and limited access to the internet and computers as two of the major obstacles they face when engaging (or not engaging) with MOOCs. This finding is important for MOOC providers interested in designing courses that are tailored to environments with limited bandwidth. Most MOOCs are bandwidth intensive. Videos and large files make it a potentially expensive and time-consuming decision to participate in MOOCs. It is the quality of access that prevents many young people from engaging in these learning platforms.

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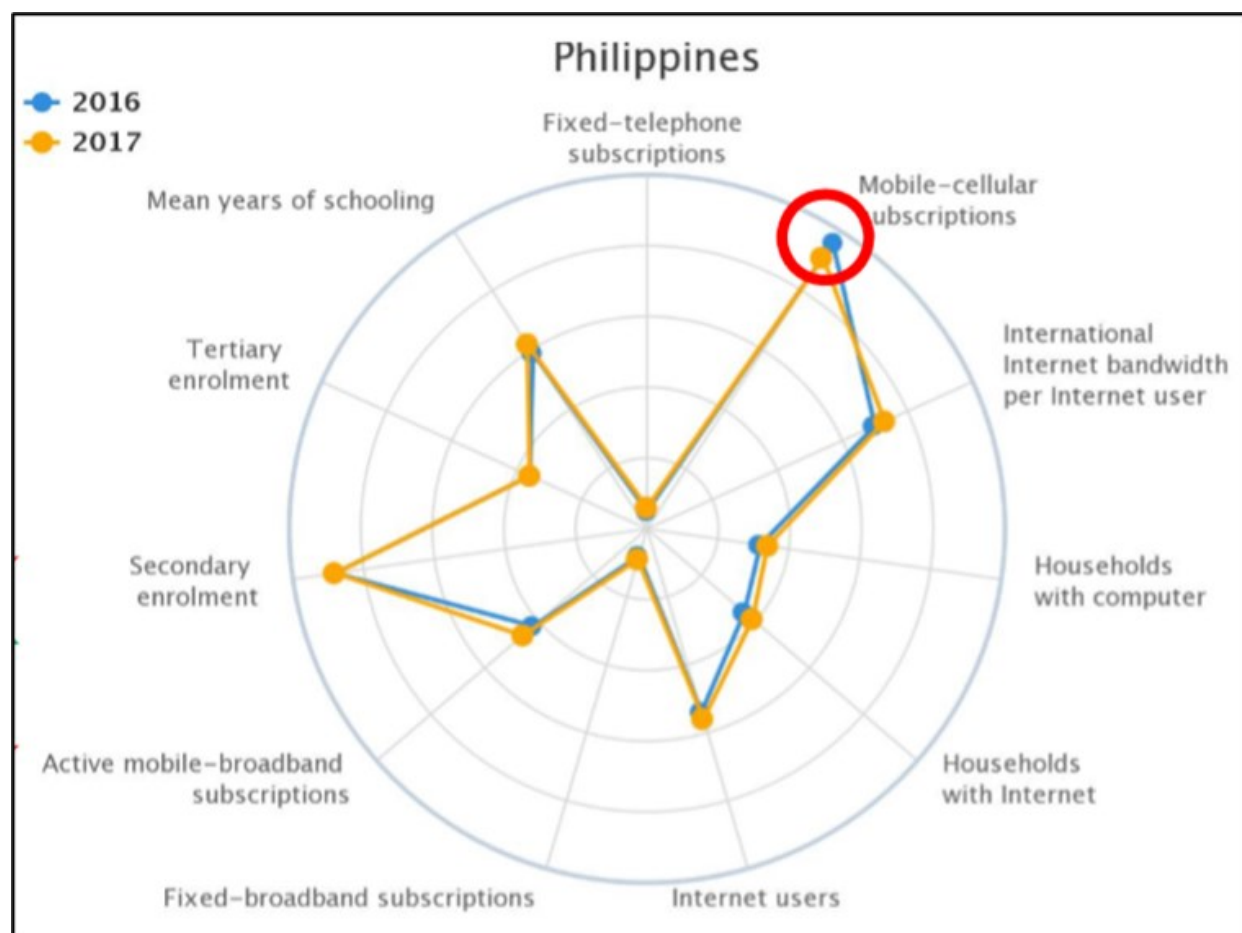


Figure 2. Philippine ICT Development Index

*Source: ITU & PSA*

### 3.2. Limited Access to Computers

According to De Dios (2015) limited personal access to devices and connections must still be counted as a moderately important barrier to MOOCs access. Amongst all the difficulties and challenges noted in the survey of Castel (2017), the respondents only expressed their affirmation on the statement noted that MOOC's demanded computer and software literacy. This somehow reflects that while there is an awareness of the existence of MOOC's, Filipino College Graduates who might be interested in MOOCs are repelled by the fact that MOOCs would necessitate an intermediate level of computer and software literacy- quality which Filipino College Graduates do not possess. From the report prepared in 2018 by International Telecommunications Union and the Philippines Statistics Authority (PSA), the households with access to computer and internet is very low (Figure 2).

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### 4. Recommendations

Given the current state of application and utilization of MOOC and the limitations in terms of ICT infrastructure, it is recommended that the Commission on Higher Education (CHED) should enunciate a clear policy and mechanism requiring the recognition of MOOCs completed for credit by students, with portability across all HEIs. CHED can also enunciate a more liberal policy to allow students to take advance-placement examinations (APEs) using credentials based on MOOCs courses they have completed (De Dios, 2015). An interest group can also be formed to advance the cause of open learning system and distance education through the use of MOOC.

*Source: Sabio, R.A. and Junio, J.P. 2022*

## Self-directed learning content (1 of 3)

*The following self-directed learning content are hereby listed to aid students' learning processes:*

⇒ ABRA - Selection of 33 game-like activities in English and in French to promote reading comprehension and writing skills of early readers.

⇒ British Council – English language learning resources, including games, reading, writing and listening exercises.

⇒ Byju's – Learning application with large repositories of educational content tailored for different grades and learning levels.

⇒ Code It – Helps children learn basic programming concepts through online courses, live webinars and other kid-friendly material. Available in English and German.

⇒ Code.org – Wide range of coding resources categorized by subject for K12 students offered for free by a non-profit.

⇒ Code Week – List of online resources to teach and learn computer coding, available in all EU languages.

⇒ Discovery Education – Free educational resources and lessons about viruses and outbreaks for different grade levels.

⇒ Duolingo – Application to support language learning. Supports numerous base and target languages. *(Source: unesco.org)*

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