# Credit Transfers of
# Online Courses-MOOCs

## Regulatory frameworks and policies
## in Malaysia, India, Indonesia and European Union

**Marito Garcia, PhD**
**Darden School of Business**
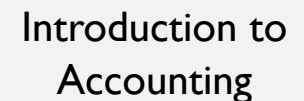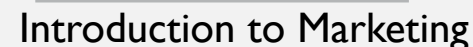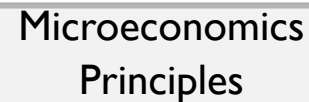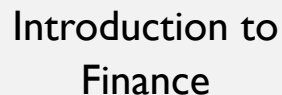**Center for Global Initiatives**
**University of Virginia**
**USA**

ADB ASIAN DEVELOPMENT BANK

**Webinar - January 19, 2021**

# WHAT IS CREDIT TRANSFER?

# Credit Transfers from MOOCs

## Online courses from University of Michigan, University of California Irvine, University of Pennsylvania

### *Mounted on Coursera Platform*



**Sharmeen**
**College Student in**
**Business Administration:**

**University of Indonesia**

Introduction to Finance

Microeconomics Principles

Introduction to Marketing

Introduction to Accounting
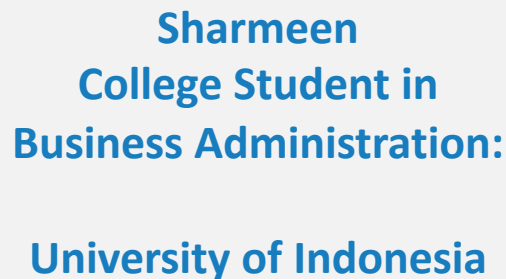
# CASE STUDIES

## Enabling Regulations and Policies For MOOCs and Online Courses In Higher Education Delivery

- Year Launched
- Credit transfer
- Quality assurance
- Assessment
- Academic recognition
- National Qualifications Framework
- Online course-MOOCs provider

NORTH AMERICA

SOUTH AMERICA

AFRICA

OCEANIA

**EUROPE**

**INDIA**

**MALAYSIA**

**INDONESIA**
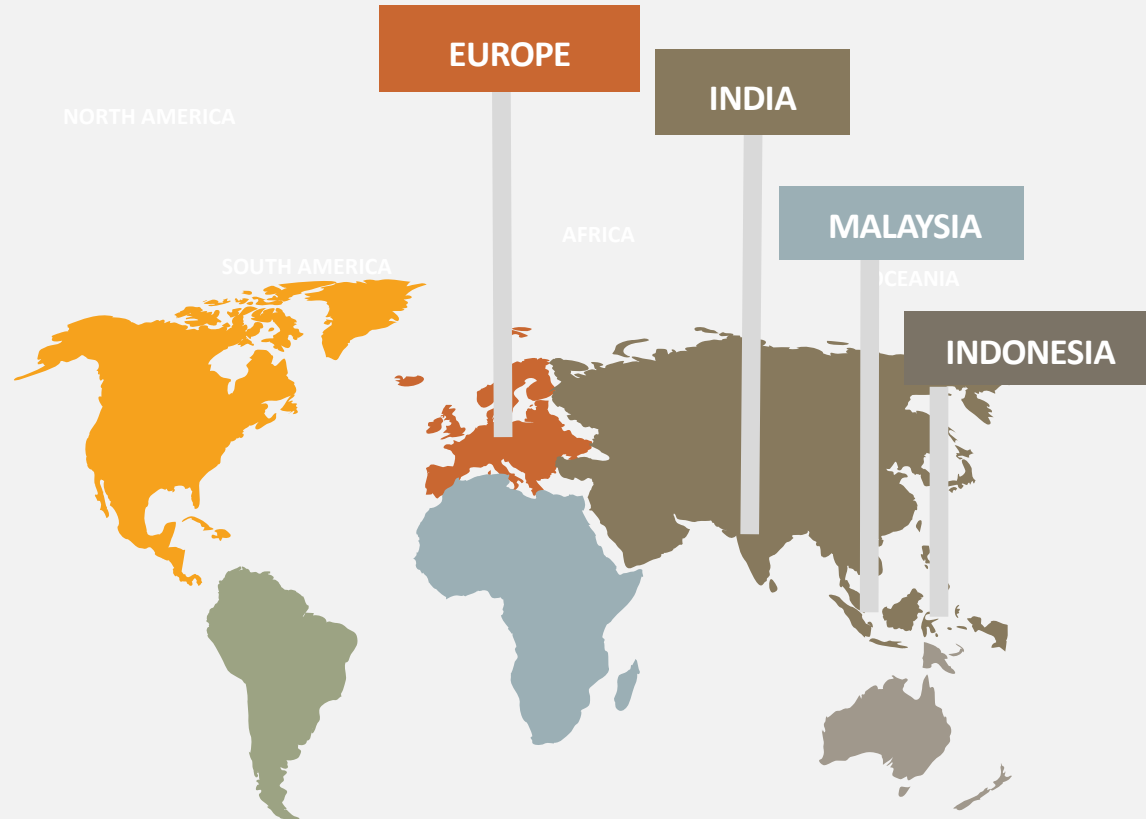
# CASE STUDY 1: MALAYSIA
## ENABLING REGULATIONS-POLICY

LAUNCHED 2016

MALAYSIAN EDUCATION BLUEPRINT 2015-2025

SHIFT 9 GOL
(GLOBALIZED ONLINE LEARNING)

GOALS

138,000

❏ ENHANCE QUALITY OF EDUCATION
❏ LOWERING COST OF EDUCATIOJN
❏ MALAYSIA GLOBAL COMPETIVENESS
207,000
❏ FOSTER LIFELONG LEARNING

# CASE STUDY 1: MALAYSIA
## ENABLING REGULATIONS-POLICY

MAIN FEATURES:

## The Limits to Credit Transfers
## UP TO 30 % of all credit-courses in a study program can be obtained from Online Courses/MOOCs

138,000

## The Sources of MOOCs
## Malaysia MOOCs Platform

207,000

# CASE STUDY I
## MALAYSIA : Maximum 30% of credit transfer

**Table 1.** Malaysia: Maximum limit of credit transfer of online courses/MOOCS, by qualifications level

| | Malaysian Qualification Framework Level | Minimum Graduating Credits | 30% of Total Graduating Credit of a Program of Study |
|---|---|---|---|
| 8 | Doctoral Degree | Based on the approved credits of the coursework component OR 80 | 24 |
| 7 | Master's Degree | 40 | 12 |
| | Postgraduate Diploma | 30 | 9 |
| | Postgraduate Certificate | 20 | 6 |
| 6 | Bachelor's Degree | 120 | 36 |
| | Graduate Diploma | 60 + 6 (MPU**) | 20 |
| | Graduate Certificate | 30 + 6 (MPU**) | 11 |
| 5 | Advanced Diploma | 40 | 12 |
| 4 | Diploma | 90 | 27 |
| 3 | Certificate | 60 | 18 |

Source: Malaysia Qualifications Agency (2016).

# CASE STUDY 1: Malaysia
## Enabling Regulations and Policies
## For MOOCs and Online Courses

# Guidelines on Credit Transfer for MOOC

138,000

## Issued 2016

207,000

# GUIDELINES FOR CREDIT TRANSFER OF MOOCS

- Requirements on credit transfers of MOOC/online courses (level of program, conditions for credit transfer eligibility, and the limits of credit transfer)
- Criteria for awarding credit transfers
- Authentication of credit transfers
- Verification of learning attainment
- Process of credit transfers of MOOCs/online courses
- Roles of stakeholders (Malaysian Qualifications Agency, higher education providers, professional bodies, learners and the MOOC/online course providers)
- Quality assurance

# CASE STUDY 1: MALAYSIA
## EVALUATION PROCESS OF CREDIT TRANSFER



Figure 2. Malaysia: Evaluation process of credit transfers of MOOCs/Online course (Decision flowchart to award credit)

# CASE STUDY 2 : INDONESIA
## ENABLING REGULATIONS-POLICY

STARTED 2018 / 2020

INDONESIAN ONLINE LEARNING OBJECTIVES

Goals

- ❑ PREPARE INDONESIA FOR 4$^{TH}$ INDUSTRIAL REVOLUTION
- ❑ INCREASE GROSS TERTIARY ENROLLMENT 34% in 2018 TO 50% in MID-2020s
- ❑ ADDRESS SHORTAGE OF QUALIFIED FACULTY FOR THE 8-MILLION TERTIARY STUDENTS
- ❑ LIFELONG LEARNING -- SKILLING-RESKILLING

# CASE STUDY 2: INDONESIA
## Enabling Regulations and Policies
## For MOOCs and Online Courses

Regulations on Distance Education and Online Learning
Ministry of Education and Culture (MOEC)

Permendikbud No. 7 (January 24, 2020)

Ministry of Education and Culture, Republic of Indonesia

207,000

## MAIN FEATURES:

### The Limits to Credit Transfers
**UP TO 40 %** of all courses in a study program can be obtained from Online Courses/MOOCs

### The Sources of MOOCs
**Indonesian Cyber Education (ICE) Institute
(a marketplace of Indonesian and international MOOCs)**

# CASE STUDY 2: INDONESIA
## KEY PROVISIONS OF THE GUIDELINES FOR CREDIT TRANSFER OF MOOCS

- Standardization: Learning outcomes must be similar to face to face learning.
- Assessment can be online examination or face to face
- Credential issuance: Certificate accompanied by the diploma and academic transcript
- Online learning management unit in universities—academic administration, ICT unit, learning assistance unit, and testing unit
- Facilities and infrastructure
- Quality assurance

207,000

# INDONESIAN CYBER EDUCATION (ICE) INSTITUTE

## (Online learning marketplace)

**4**

*Learning process*

*Verifying Proposed Online Courses*

**1**

*Submitting and registering online courses*

**2**

**3**

*Search and Register Online Courses*

- HE Institutions
- Industry / Private Sectors
- MOOCs
- NGO
- Individu - Community

**Online Course Providers**

*Sending online courses data*

**ICE INSTITUTE**

Market Place for Indonesian Online Learning

*Provide Access*

**Registered Users**

**5**

*Issuing report and certificate data*

**6**

*Issuing certificate hashing code*

Source: Ministry of Education and Culture, Indonesia 2020

# Indonesia ICE-Model: Digital Credentialing – Model Employing Blockchain



**Learning Journey**

**Educational & Learning Milestones**

**Learning Credentials**

**Blockchain of Educational Credentials**

**Diploma & Certificates + Transcript**
**+ Digital Badges of Online Courses (MOOCs)**
**+ Non-Credit Courses +**
**Online Informal Courses**

**Student Digital Skills Wallet**

**Employers –Job Market**
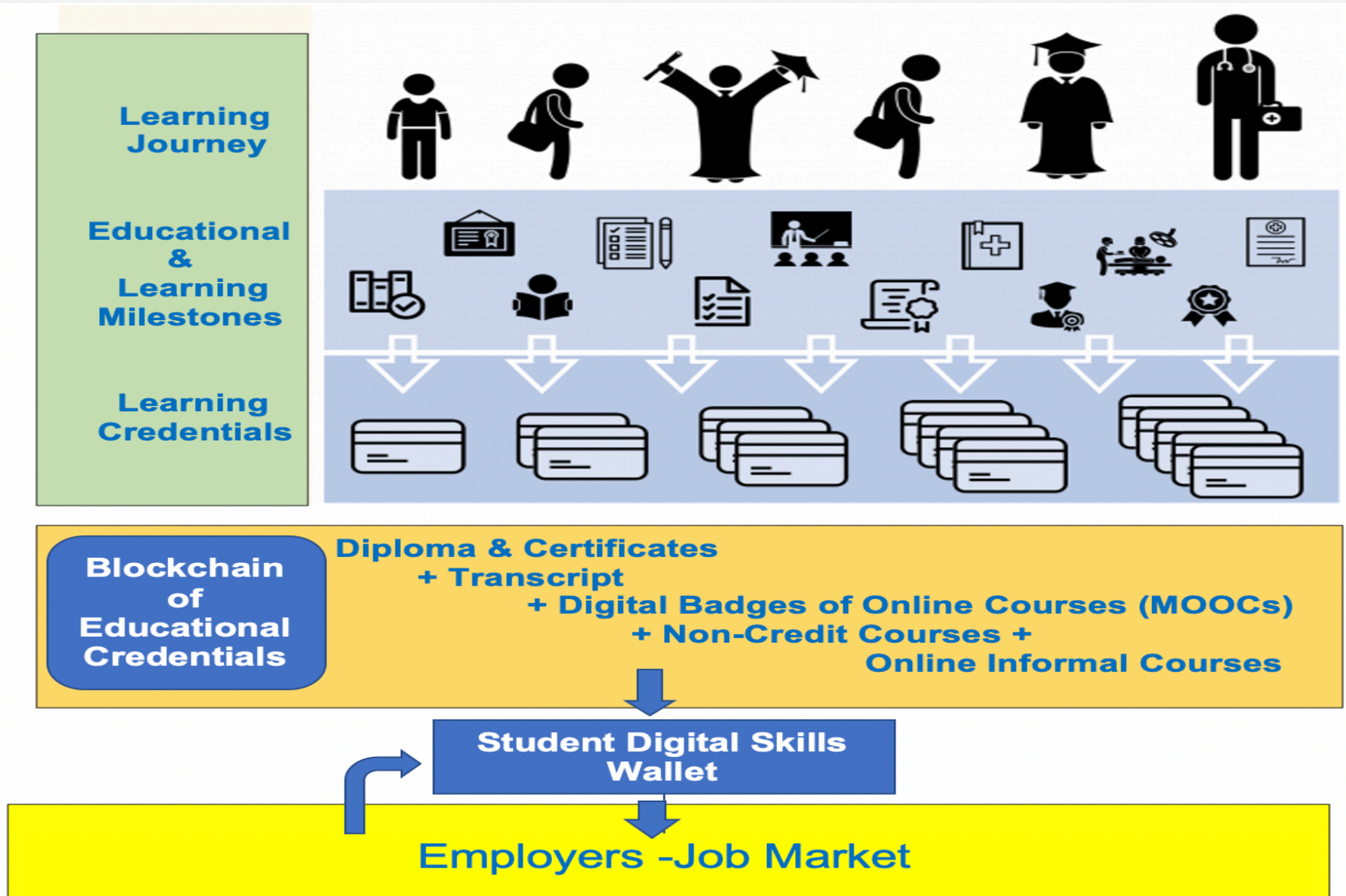
# Digital Credentials  Shown in a Student Digital Skills Wallet - Blockchain



Credentials on a Blockchain

**ISSUER** — Universities

**WALLET** — Student Digital Skills Wallet in a Smartphone

**RELYING PARTY** — Employers

Image based on "A Comprehensive Guide to Self S̶o̶... and Kaliya Young
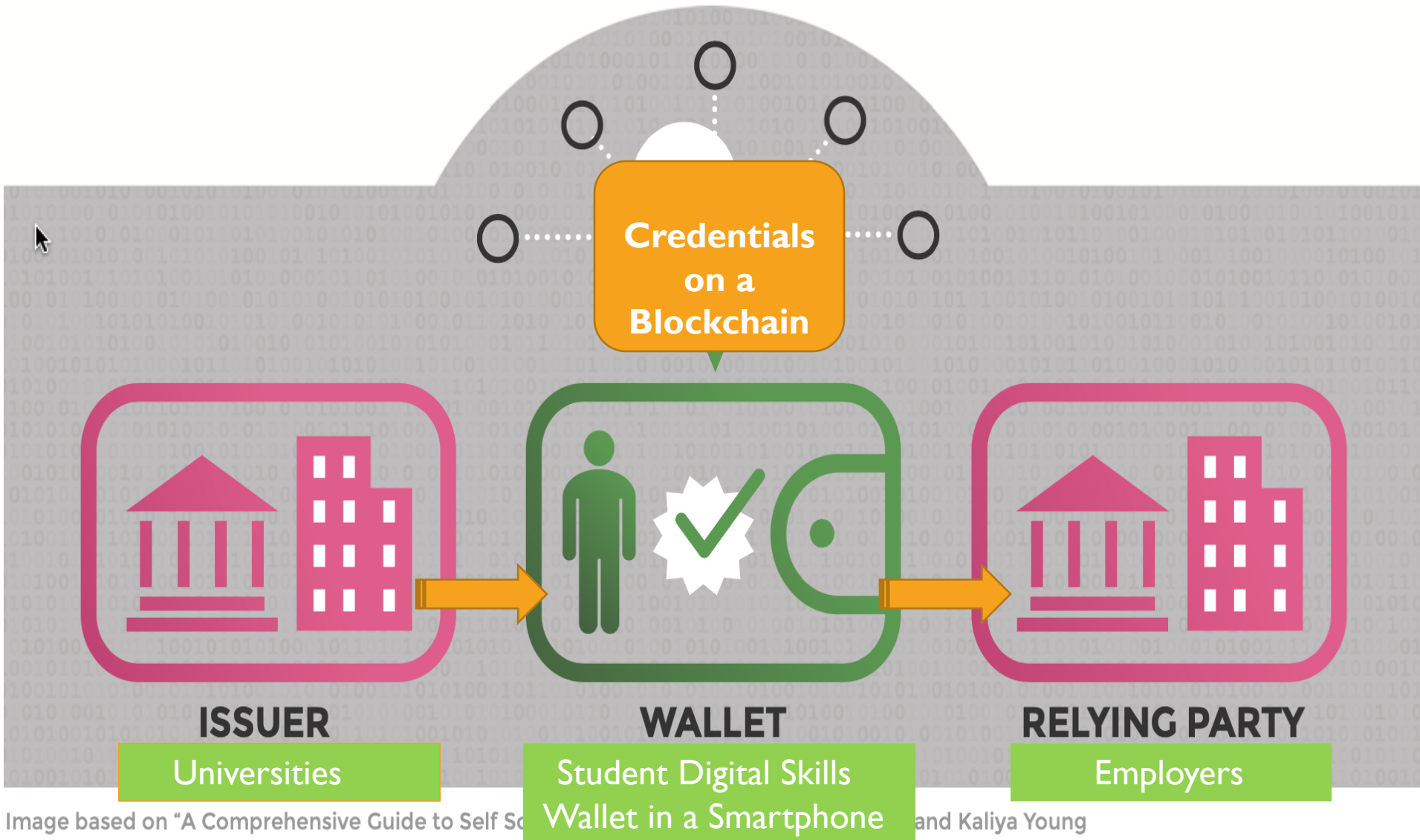
# CASE STUDY 3: INDIA
## ENABLING REGULATIONS-POLICY

Launched 2016
*REGULATIONS UPDATED 2020

NATIONAL EDUCATION POLICY 2020/

## Goals

- ENABLE HIGHER EDUCATION INSTITUTIONS TO RUN ONLINE PROGRAMS -ACCREDITED
- INCREASE G.E.R. IN TERTIARY LEVEL
- IMPROVE ACCESS
- PROVIDE LIFELONG LEARNING OPPORTUNITIES

**Credit Framework for Online Learning through SWAYAM**

Regulation Issued as Notification Gazette in 2016 Revised through Notification Gazette 2020

ज्ञान-विज्ञान विमुक्तये

**UGC**

**University Grants Commission**

00

207,000

MAIN FEATURES:

## The Limits to Credit Transfers
**UP TO 40 % (up from 20% in 2016) of all credit-courses in a study program can be obtained from Online Courses/MOOCs**

138,000

## The Sources of MOOCs
**SWAYAM Platform**

207,000

# CASE STUDY 3: INDIA
## SWAYAM ONLINE COURSES PLATFORM



CONTENT COORDINATORS

AICTE  (All India Council for Technical Education) for self-paced and international courses
NPTEL (National Program on Technology Enhanced Learning) for Engineering
UGC     (University Grants Commission) for non-technical post-graduation education
CEC     (Consortium for Educational Communication) for under-graduate education
NCERT (National Council of Educational Research and Training) for school education
NIOS    (National Institute of Open Schooling) for school education
IGNOU (Indira Gandhi National Open University) for out-of-school students
IIMB     (Indian Institute of Management, Bangalore) for management studies
NITTTR (National Institute of Technical Teachers Training and Research) for
          Teacher Training program

# CASE STUDY 3: INDIA
## KEY PROVISIONS OF THE GUIDELINES FOR CREDIT TRANSFER OF MOOCS

- SWAYAM ONLINE Course content coordinated by 9 centers of excellence and professional associations
- At beginning of school year, Coordinators announce courses available
- In 4 weeks, universities decide on credit-courses to use
- Evaluation processes and instruments: Online assessment or in-person assessment. Proctoring pay $15
- Certificate of completion signed by the Principal Investigators -of the 9 centers and sent to the parent institution where student is enrolled
- Quality assurance

# CASE STUDY 3: INDIA
## SWAYAM ONLINE COURSES PLATFORM


FREE ONLINE EDUCATION
swayam
शिक्षित भारत, उन्नत भारत

❑Swayam enrollment reached 16-million in 2020

❑Over 2,000 courses

138,000

❑203 institutes and universities providing courses

207,000

# CASE STUDY 4: European Union
## ENABLING REGULATIONS-POLICY

ECTS-Launched 1989

European Credit Transfer and Accumulation System

❑ The ECTS allows credits taken at one higher education institution in the 27 countries of the European Union to be counted towards a qualification studied for at another

❑ ECTS credits represent learning based on defined learning outcomes and their associated workload

207,000

# CASE STUDY4: European Union
## Enabling Regulations and Policies
## For MOOCs and Online Courses



**The European Credit Transfer and Accumulation System**

138,000

207,000

MAIN FEATURES:

## The Limits to Credit Transfers

**Flexible and determined by the Universities**

## The Sources of MOOCs

**European MOOCs Consortium**

- **FutureLearn**
- **FUN-French Universite Numerique**
- **MiriadaX**
- **Edu Open**
- **Open Uped**
- **European Association of Distance Teaching Universities (EADTU).**

Europe's main MOOC providers have partnered to create new microcredentials that will allow learners to earn academic credit while gaining in-demand skills.

The initiative, called **Common Microcredentials Framework**, is spearheaded by the European MOOC Consortium, which comprises Europe's largest MOOC providers:

- **FutureLearn**, which is based in the UK and has 9 million learners.
- **Miriada X**, which is based in Spain and has 4 million learners.
- **FUN**, which is based in France and has 1.6 million learners.
- **EduOpen**, which is based in Italy and has 54 thousand learners.

European MOOC consortium July 2019

https://www.classcentral.com/report/european-mooc-platforms-plan-new-generation-of-microcredentials/

# CASE STUDY 4: European Union

## ECTS UNITS: Standardization to ensure efficient transfer of credit across universities

- One ECTS Unit = 25-30 hours of workload
- Volume of learning based on defined learning outcome and associated workload
- In most European countries:
  One academic year = 60 credits or workload range of 1500 to 1800 hours

## CASE STUDY 4: European Union

## KEY PROVISIONS OF THE ECTS GUIDELINES FOR CREDIT TRANSFER OF MOOCS

- Process of documenting ECTS Credits
- Learning outcomes defined
- Process of awarding credits
- Accumulation of credits towards a qualification 138,000

207,000

# Credit transfer policy
# Enabling regulations for pandemic recovery
# Case studies: What have we learned?

| | INDONESIA | INDIA | MALAYSIA | EUROPEAN UNION |
|---|---|---|---|---|
| **Year Launched** | 2018 - 2020 | 2016 - 2020 | 2016 | 2018  1989 |
| **Credit transfer** | Up to 40 % of study program | Up to 40% of courses per semester | Up to 30% of graduating credit | Varies by country and by university |
| **Quality assurance** | MOEC Guidelines for Online Courses | UGC Guideline for Online Courses | Malaysian Qualification Agency Guidelines for MOOCs | European Credential Transfer System (ECTS) & Common Microcredential Framework |
| **Assessment** | Proctoring ex-post In-person or Online | Proctoring ex-post In-person or Online | Proctoring ex-post In-person or Online | Proctoring ex-post using ECTS system |
| **Academic recognition** | BAN-PT National Accreditation Board for Higher Educ | UGC -India | Malaysian Qualification Agency | PARADIGMS ENIC-NARIC-Academic Recognition Info Center |
| **National Qualifications Framework** | Indonesia Qualifications Framework + ASEAN | India National Skills Qualifications Framework | Malaysia Qualifications Framework + ASEAN | European Qualifications Framework |
| **Online course-MOOCs provider** | Indonesia Cyber Education (ICE) Institute | SWAYAM | Malaysia MOOCs | European MOOCs Consortium |

# Strengths from country case examples. What other countries may look for in enabling policy and regulations?

❑ **India**        <span style="color:red">**Robust online courses content**</span>

❑ **Malaysia**     <span style="color:red">**Precise rules and guidelines for award of credit**</span>

❑ **Indonesia**    <span style="color:red">**Marketplace for online courses—and digital credentialing system enabled by blockchain**</span>

❑ **Europe**       <span style="color:red">**Precise standards of credit volume and course content/learning objectives**</span>

# MOVING FORWARD

# WHAT DO WE PRESENT TO POLICY MAKERS?
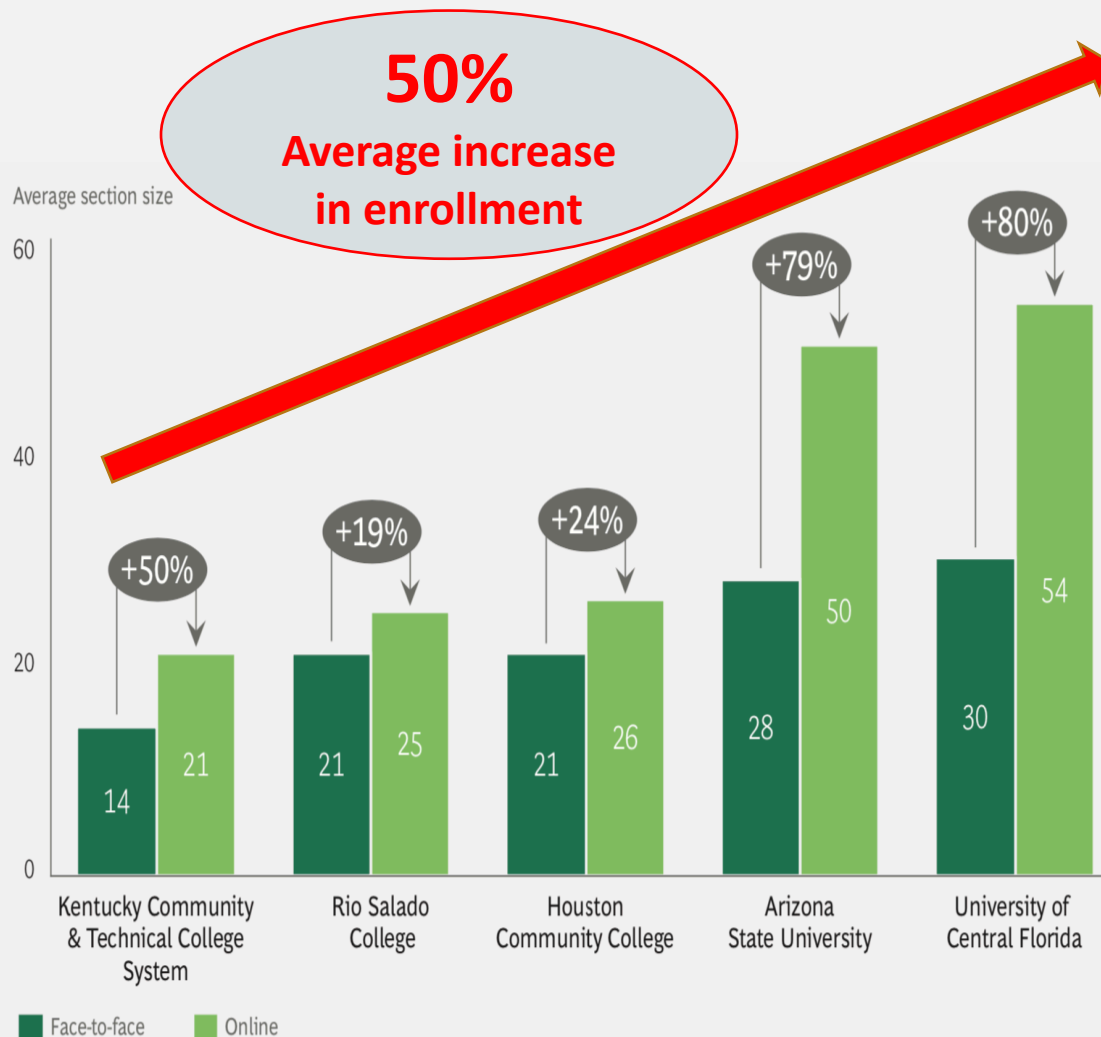
❑ **ENABLING POLICY: CHANGE IN REGULATIONS**

❑ **Cost-benefit analysis of moving online:
Three studies in the US done by Boston
Consulting with Arizona State University**

138,000

207,000

# Case study (US) – Cost-benefit of online versus in-person teaching
# Finding 1: Online learning can increase enrollment

50%
**Average increase in enrollment**

Average section size

| | Kentucky Community & Technical College System | Rio Salado College | Houston Community College | Arizona State University | University of Central Florida |
|---|---|---|---|---|---|
| Face-to-face | 14 | 21 | 21 | 28 | 30 |
| Online | 21 | 25 | 26 | 50 | 54 |
| Increase | +50% | +19% | +24% | +79% | +80% |

■ Face-to-face  ■ Online

## SUCCESS FACTORS

**USE OF BLENDED LEARNING MODELS**

**INVEST IN DESIGN AND DEVELOPMENT OF HIGH-QUALITY COURSES**

**ENGAGE FACULTY AS CRITICAL PARTNERS**

**SUPPORT STUDENT SUCCESS IN ONLINE LEARNING**

**STRENGTHEN ANALYSIS AND MONITORING**

# Case study (US) – Cost-benefit of online versus in-person teaching
# Finding 2: Online courses tend to cost less per student credit hour than the institutional average

| | University of Central Florida | Houston Community College | Kentucky Community & Technical College System | Rio Salado College |
|---|---|---|---|---|
| **Online operations** (technology, management, course development) | +$14 | +$4 | +$2 | +$9 |
| **Instructional delivery** | −$67 | −$19 | −$48 | −$39 |
| **Operations and maintenance** | −$13 | — | — | −$30 |
| **Student support** | — | — | — | −$5 |
| **Student acquisition** | — | +$3 | — | +$9 |
| **Total per student credit hour** (% lower versus average) | −$66 (16%) | −$12 (~3%) | −$46 (8%) | −$56 (50%) |

# Case example – Arizona State University (US)
## Increased enrollment

**"class size of online courses are about 2/3 larger compared to face-to-face courses"**

**ASU** Arizona State University

- **Public research university**
- **Enrollment: 80,000 students**

ASU Online – SUCCESS FACTORS

- TRIMESTER INSTEAD OF SEMESTER

- INCLUDE COACHING AND DEDICATED ONLINE TUTORING

- ACCESS TO 24/7 ONLINE SUPPORT

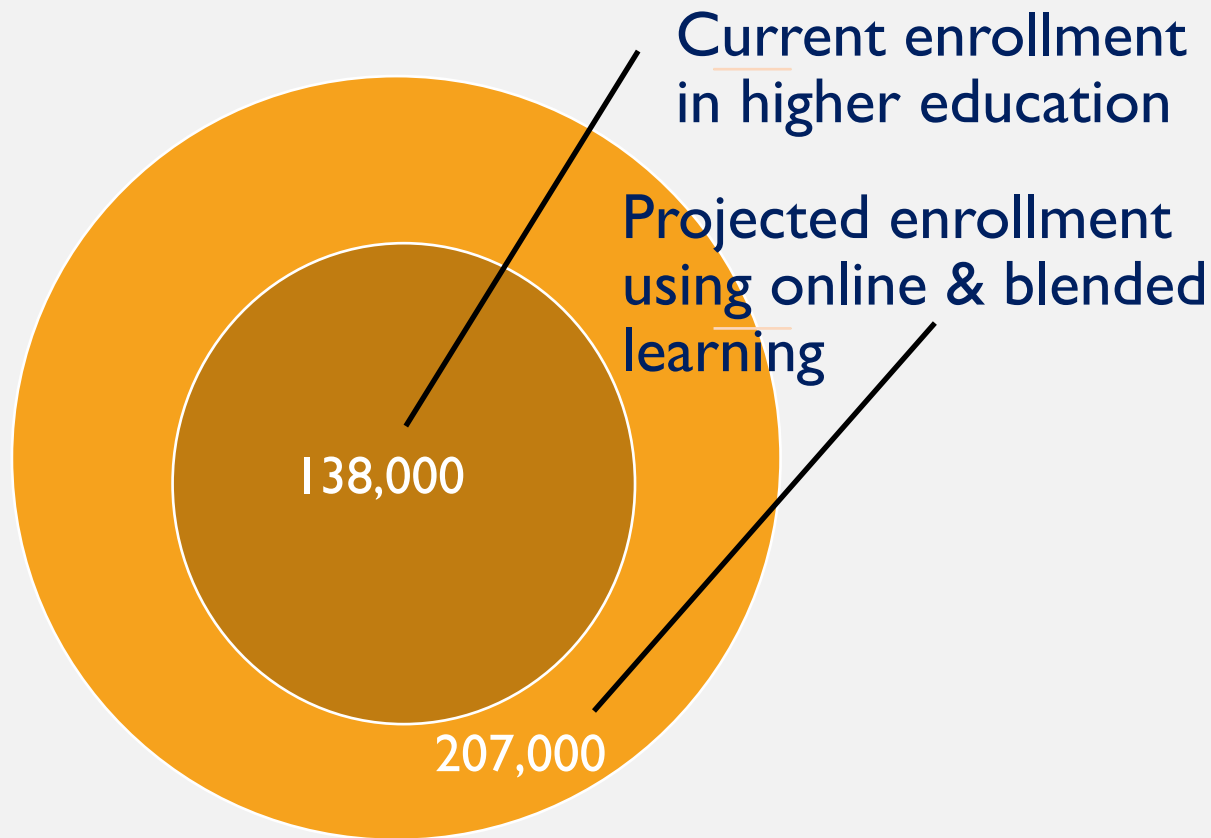- FACULTY STIPENDS AS INCENTIVES UP TO $3,000 T0 $5,000 FOR ONLINE COURSE CREATION

Average section size

+79%

60
50
40
28
20
0

Arizona State University

Face-to-face    Online
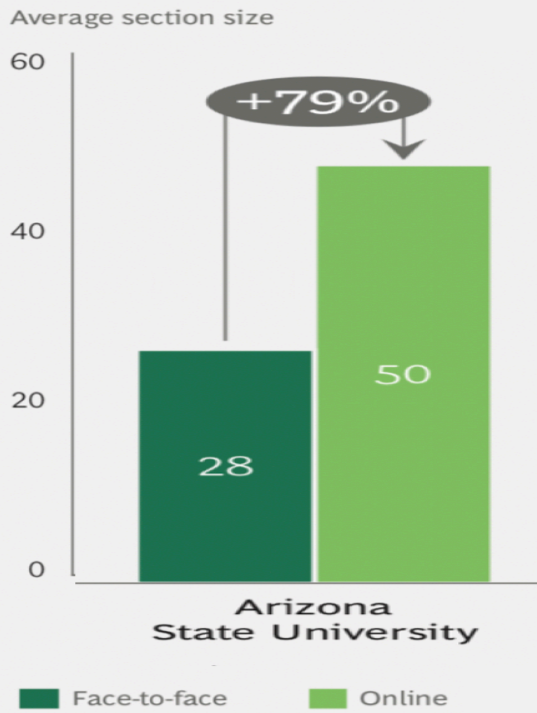
Source:
The Boston Consulting Group, 2018

# FOR QUESTIONS SEND TO:

## MARITO GARCIA
garciam@darden.virginia.edu

or

## RYATARO HAYASHI
rhayashi@adb.org