

# How MOOCs Boost Student Mobility and Increase Cross-Institutional Programmes

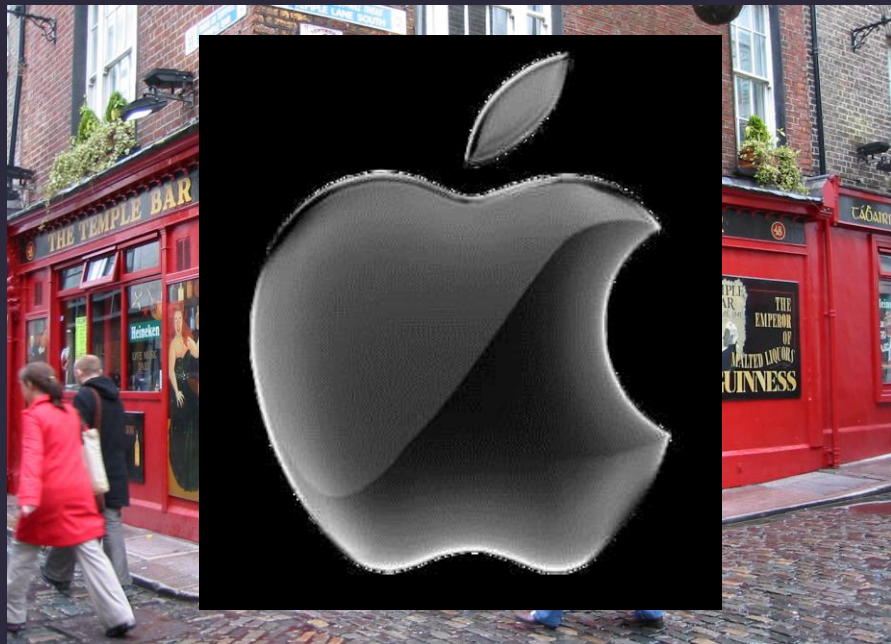


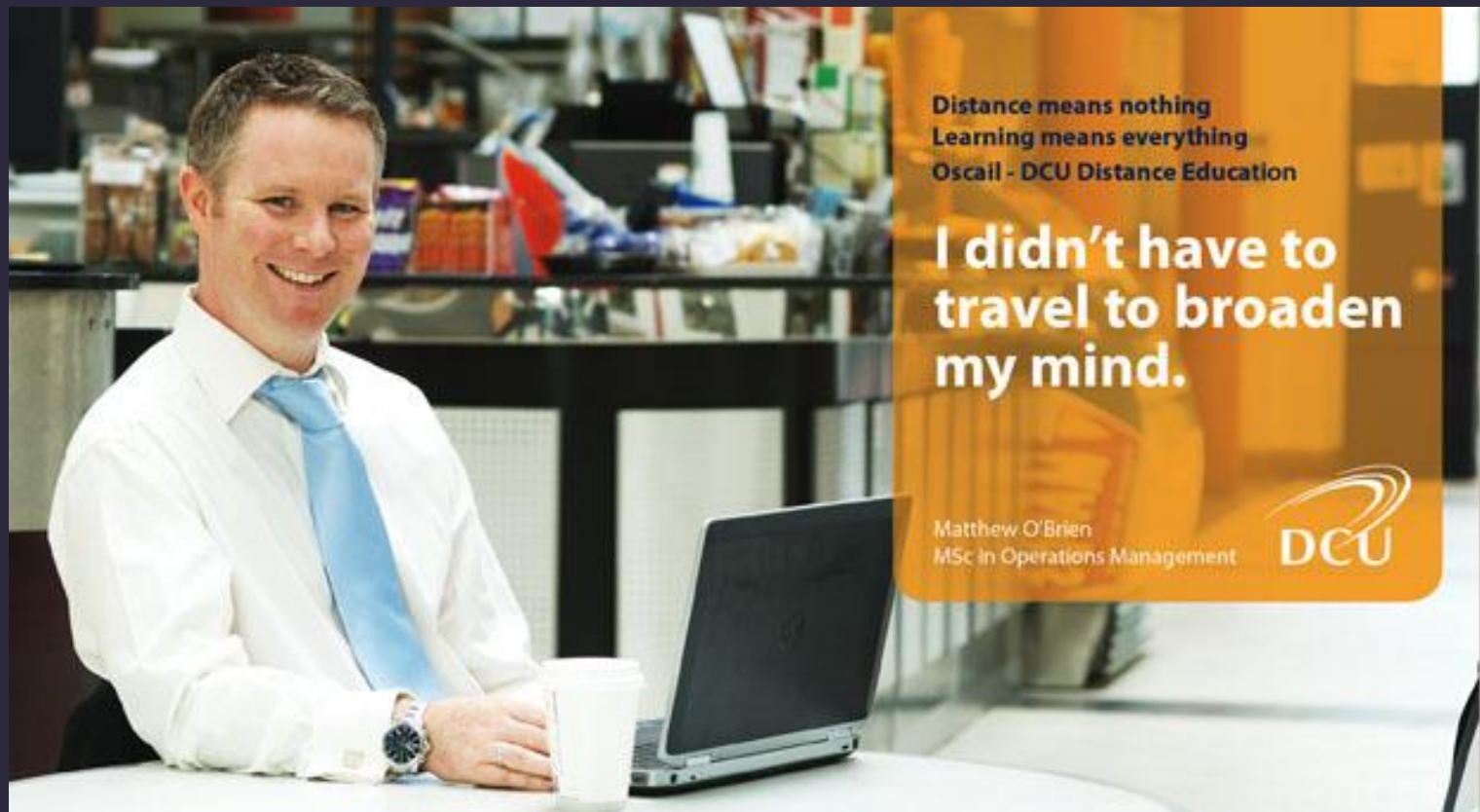
Professor Mark Brown  
Director, National Institute for Digital Learning

How can you  
Strategically Invest in  
**Online Learning**  
to Boost Student Mobility and  
Increase Cross-Institutional Programmes?









- Hosted National Centre for Distance Education
- OSCAIL Early Adopter of Online Learning
- 2013 Launched New National Institute...



# National Institute for Digital Learning

@NIDL\_DCUI



**DCU**



A World-Class Irish Education Online

<http://www.dcu.ie/online>



A quality education, wherever you are

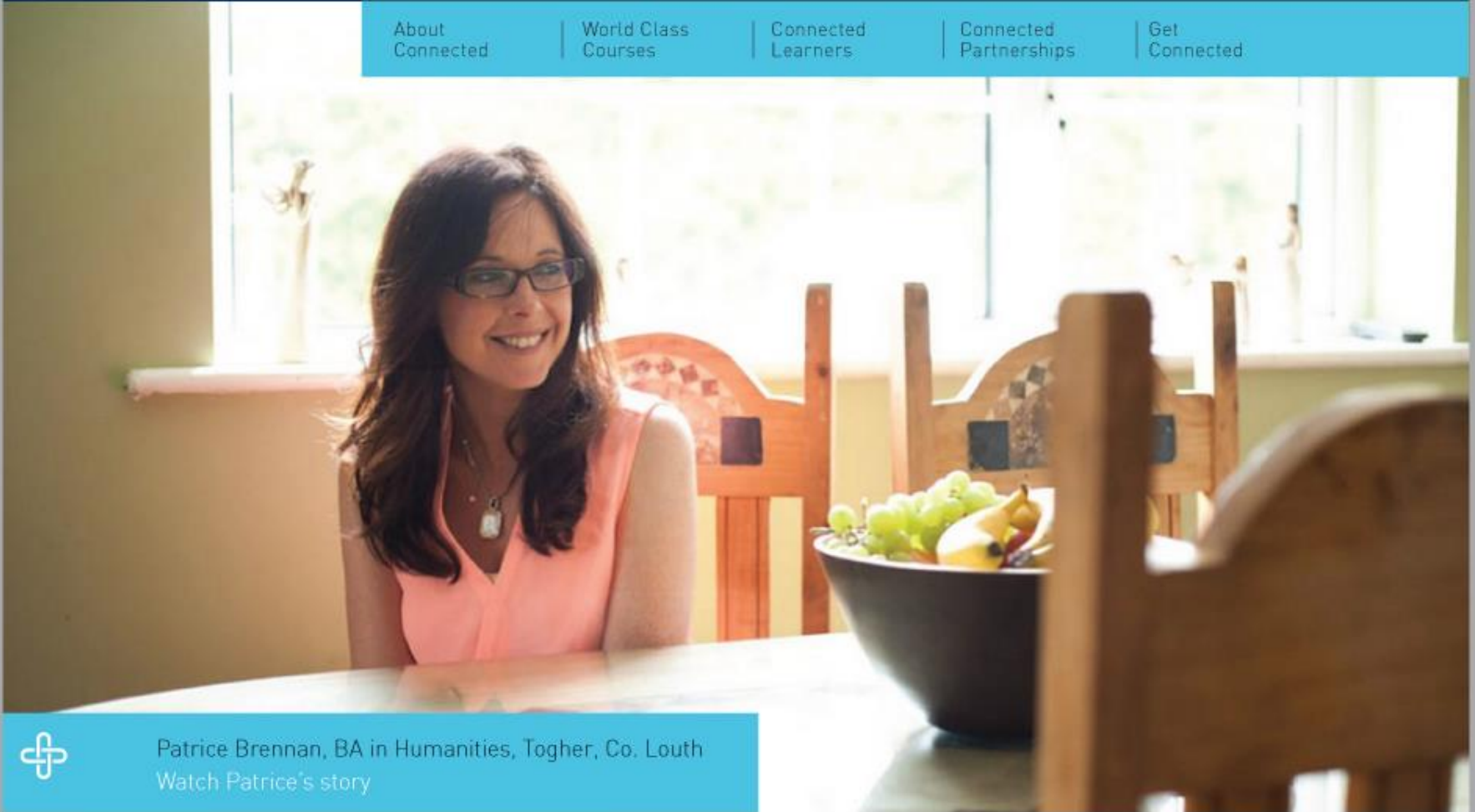
About  
Connected

World Class  
Courses

Connected  
Learners

Connected  
Partnerships

Get  
Connected



Patrice Brennan, BA in Humanities, Togher, Co. Louth  
[Watch Patrice's story](#)



Whether you live in Sligo, Seville or Shanghai, DCU Connected provides access to world-class online education, international expertise and locally relevant courses designed to meet your

[Find out more  
about connected  
and DCU](#)



About  
Connected

World Class  
Courses

Connected  
Learners

Connected  
Partnerships

Get  
Connected



Connected Partners – Working with organisations  
across the globe [See case studies](#)



Whether you live in Sligo, Seville or Shanghai, DCU Connected provides access to world-class online education, international expertise and locally relevant courses designed to meet your

[Find out more  
about connected  
and DCU](#)

[Introduction](#)[Case Studies](#)[Become a Partner](#)

DCU has a number of strategic partners. These partnerships provide a key point of difference to DCU Connected as they help to extend the range of study options. We expect to expand the number of these partnerships over the next year or so, although at DCU we are very particular about who we choose to partner with as we will not compromise on our reputation for academic excellence.

## Connected Partners Case Studies



### DCU & ASU

Joint leadership & blended learning in delivering the next generation of biomedical diagnosticians.

[More](#)



# Announcing Global Freshman Academy

Start your freshman year of university on edX



EdX has partnered with Arizona State University to create Global Freshman Academy, a first of its kind collaboration that offers full university freshman level courses for credit. The partnership was established to provide quality higher education opportunities to anyone, anywhere in the world.

#CollegeMyWay



## WHY GLOBAL FRESHMAN ACADEMY?

**Accessible**

**Cost-effective**

**Personalized**

Open Mooc

SIGN UP NOW

academy



## Algorithms 101

Greenbelt University

This course focuses on the fundamentals of computer algorithms, emphasizing methods useful in practice.

THURSDAY, 24 DECEMBER



## Introduction to Probability Theory

ACS College

What is Probability Theory? Why does the casino bank normally win?

FRIDAY, 25 DECEMBER



## Introduction to Chemistry

Greenbelt University

Chemistry is one of the central physical sciences.

THURSDAY, 24 DECEMBER



## Botany 101

Greenbelt University

Botany is the study of plants as they are particularly interesting subjects for the study of evolution and physiology.

FRIDAY, 25 DECEMBER



# MOOCs for student mobility...

1. Why

2. A Small Example

3. A Really Big Example

“If MOOCs are the future solution for increased student mobility, then what is the problem?”



# 1. Why



Ollscoil Chathair Baile Átha Cliath  
Dublin City University

# Trump's latest executive order: Banning people from 7 countries and more



By **Jeremy Diamond**, CNN

🕒 Updated 2138 GMT (0538 HKT) January 29, 2017



Top stories

## 1. Why

# Trump's latest executive order: Banning people from 7 countries and more



By **Jeremy Diamond**, CNN

🕒 Updated 2138 GMT (0538 HKT) January 29, 2017



Top stories



Smart Move?

## 1. Why



# The shift in global migration

One of the most significant demographic trends today is **global migration's rapid rise**, as seen in Figure 1. Today, 244 million people live outside their birth countries—three times the rate in 1960. The migrant population would rank as the fifth largest country in the world.

**Figure 1**

## Total Migrant Estimates 1960-2015



Source: Pew Research Center analysis of United Nations data

## 1. Why

## NATIONS WITH THE LARGEST NUMBER OF INTERNATIONAL MIGRANTS IN 2015

*There are 165 million  
more migrants today  
than there were in 1960.*

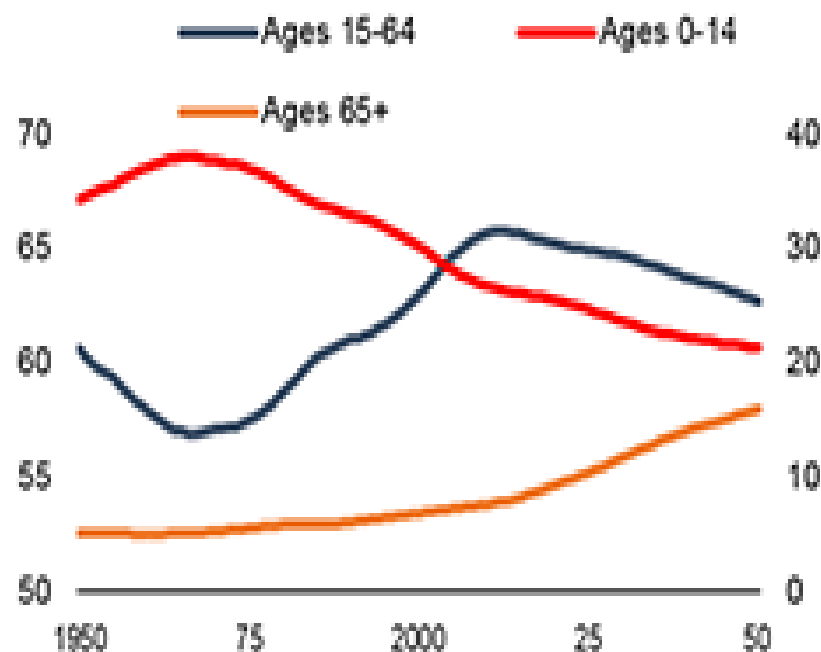


1. United States
2. Germany
3. Russia
4. Saudi Arabia
5. United Kingdom
6. United Arab Emirates
7. Canada
8. France
9. Australia
10. Spain

## 1. Why

**Figure 2** The working-age share of the global population is estimated to have peaked in 2012 and the elderly account for larger shares of the population.

Global population shares by age cohort (percent)  
Ages 15-64 on left axis, Ages 0-14 and 65+ on right axis



Source: Global Monitoring Report 2015/2016

## 1. Why



## Recruitment

+ Add to myFT

# Nations fight global war for talent

Malaysia and many other countries aim to entice skilled nationals back home to help meet their development goals



## Read next

Andrew Hill

Why chief executive succession is so brutal

Global industry.  
Interconnected.

Learn More

360°  
business  
innovation.



Latest in Recruitment >

## 1. Why

---

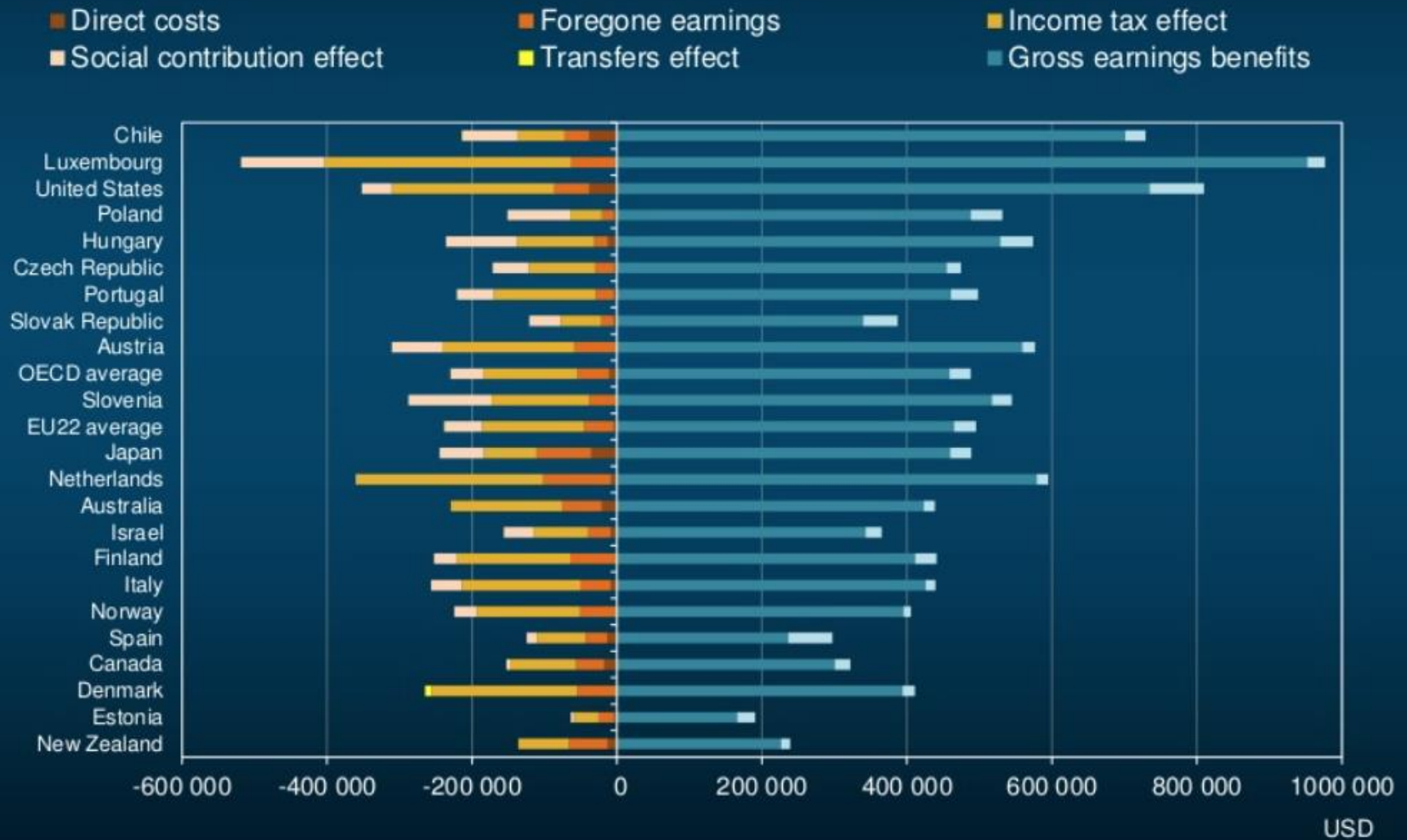
*Migration can cause significant social and political tension, but analysts also see ways that it can offer many benefits to nations seeking to balance age and labor force needs, and expand education, economic integration, and cultural sharing.*

---

## 1. Why



## Private costs and benefits for a man attaining tertiary education (2012)



## 1. Why



**Table A7.3b. Private costs and benefits for a woman attaining tertiary education (2011)**

*As compared with a woman attaining upper secondary or post-secondary non-tertiary education, in equivalent USD converted using PPPs for GDP*

|      |                          | Direct costs | Foregone earnings | Total costs      | Earnings benefits decomposition |                   |                            |                  | Total benefits <sup>1</sup> | Net financial returns | Internal rate of return |
|------|--------------------------|--------------|-------------------|------------------|---------------------------------|-------------------|----------------------------|------------------|-----------------------------|-----------------------|-------------------------|
|      |                          |              |                   |                  | Gross earnings benefits         | Income tax effect | Social contribution effect | Transfers effect |                             |                       |                         |
|      |                          | (1)          | (2)               | (3) = (1) + (2)  | (4)                             | (5)               | (6)                        | (7)              | (8)                         | (9) = (8) + (3)       | (10)                    |
| OECD | Australia <sup>2</sup>   | - 27 400     | - 53 500          | - <b>81 000</b>  | 321 200                         | - 112 300         | 0                          | 0                | <b>207 500</b>              | <b>126 500</b>        | 8.5%                    |
|      | Austria                  | - 1 900      | - 61 000          | - <b>62 900</b>  | 432 400                         | - 120 400         | - 81 600                   | 0                | <b>227 500</b>              | <b>164 600</b>        | 8.8%                    |
|      | Belgium                  | m            | m                 | m                | m                               | m                 | m                          | m                | m                           | m                     | m                       |
|      | Canada <sup>3</sup>      | - 17 400     | - 38 200          | - <b>55 600</b>  | 328 800                         | - 73 600          | - 25 100                   | 0                | <b>227 600</b>              | <b>171 900</b>        | 13.5%                   |
|      | Chile                    | - 38 100     | - 32 100          | - <b>70 200</b>  | 463 000                         | - 25 900          | - 75 800                   | - 1 300          | <b>356 300</b>              | <b>286 100</b>        | 13.7%                   |
|      | Czech Republic           | - 3 300      | - 26 600          | - <b>29 900</b>  | 282 400                         | - 56 800          | - 31 100                   | - 3 700          | <b>191 700</b>              | <b>161 800</b>        | 16.3%                   |
|      | Denmark                  | - 4 300      | - 54 400          | - <b>58 700</b>  | 236 600                         | - 98 300          | 0                          | - 13 000         | <b>120 800</b>              | <b>62 100</b>         | 6.9%                    |
|      | Estonia                  | - 4 900      | - 21 000          | - <b>25 900</b>  | 133 200                         | - 27 200          | - 3 700                    | 0                | <b>102 500</b>              | <b>76 600</b>         | 13.8%                   |
|      | Finland                  | - 3 400      | - 72 100          | - <b>75 400</b>  | 290 100                         | - 95 500          | - 21 700                   | - 2 600          | <b>169 800</b>              | <b>94 300</b>         | 7.1%                    |
|      | France                   | q            | q                 | q                | q                               | q                 | q                          | q                | q                           | q                     | q                       |
|      | Germany                  | - 5 200      | - 72 500          | - <b>77 700</b>  | 326 000                         | - 83 300          | - 68 000                   | 0                | <b>175 600</b>              | <b>98 000</b>         | 6.4%                    |
|      | Greece                   | m            | - 21 900          | m                | 235 300                         | - 16 700          | - 38 100                   | 0                | <b>152 900</b>              | m                     | m                       |
|      | Hungary                  | - 9 100      | - 22 200          | - <b>31 300</b>  | 323 200                         | - 93 800          | - 56 600                   | 0                | <b>171 200</b>              | <b>139 800</b>        | 16.2%                   |
|      | Iceland                  | m            | m                 | m                | m                               | m                 | m                          | m                | m                           | m                     | m                       |
|      | Ireland                  | m            | m                 | m                | m                               | m                 | m                          | m                | m                           | m                     | m                       |
|      | Israel                   | - 11 300     | - 31 600          | - <b>42 900</b>  | 225 300                         | - 31 700          | - 25 800                   | 0                | <b>168 400</b>              | <b>125 600</b>        | 11.0%                   |
|      | Italy <sup>3</sup>       | - 15 800     | - 38 900          | - <b>54 700</b>  | 316 800                         | - 102 900         | - 30 100                   | 0                | <b>179 300</b>              | <b>124 600</b>        | 9.5%                    |
|      | Japan                    | m            | m                 | m                | m                               | m                 | m                          | m                | m                           | m                     | m                       |
|      | Korea                    | - 20 300     | - 35 000          | - <b>55 400</b>  | 131 600                         | - 900             | - 10 600                   | 0                | <b>117 000</b>              | <b>61 700</b>         | 5.5%                    |
|      | Luxembourg <sup>3</sup>  | m            | - 65 200          | m                | 721 500                         | - 223 400         | - 89 100                   | 0                | <b>407 200</b>              | m                     | m                       |
|      | Mexico                   | m            | m                 | m                | m                               | m                 | m                          | m                | m                           | m                     | m                       |
|      | Netherlands <sup>3</sup> | - 16 900     | - 95 300          | - <b>112 200</b> | 479 300                         | - 189 100         | - 6 900                    | 0                | <b>281 600</b>              | <b>169 400</b>        | 8.6%                    |
|      | New Zealand              | - 14 000     | - 55 100          | - <b>69 100</b>  | 206 300                         | - 44 100          | 0                          | - 3 300          | <b>156 900</b>              | <b>87 800</b>         | 8.1%                    |

# 1. Why

# \$1 TRILLION IN STUDENT DEBT

**\$1 TRILLION CAN...**



CAN PURCHASE ALL THE  
HOMES THAT FORECLOSED  
IN 2007 AND 2008.



**WHY IS THIS NUMBER SO RIDICULOUS?  
BECAUSE IT HAS TO COME  
FROM OUR POCKETS.**

CREDIT: ONE TRILLION DOLLARS VISUALIZED FROM MINT.COM



INDEPENDENT

## Third person arrested in New Zealand for not paying back student loan

Approximately 90 per cent of the NZ \$1.07bn (£588 million) that has been borrowed is owed by people living overseas



## 1. Why



If earning a degree is one of your dreams, we can help you get there.

We know more than 70% of our U.S. partners (employees) are students or aspiring students. We want to help. Supporting our partners' ambitions is the very best investment Starbucks can make.

## College Achievement Plan



In a first of its kind collaboration with Arizona State University, we're offering all part- and full-time benefits eligible U.S. partners full tuition coverage for every year of college to earn a bachelor's degree. Partners receive support from a dedicated team of coaches and advisors, 24/7 tutoring on a variety of subjects, and a choice of more than 50 undergraduate degrees through ASU's research driven and top-ranked program, delivered online.

[Learn more about How It Works](#)

[Frequently Asked Questions](#)

## Become a Partner



The Starbucks College Achievement Plan is just one way we're committed to the success of our partners. From growing as a person, as a partner, in your career and in your community – the opportunity is here for you to shape and make your own. That's why when you **launch a career** inspired by human connection and the opportunity to become your personal best, the possibilities are endless.

[Work in Our Stores](#)

[Work in Our Corporate Offices](#)

[Work with one of Our Brands](#)

I'm a Starbucks Partner & I want  
**#tobeincollege**



Have questions about the Starbucks College Achievement Plan? Ready to sign up? You're in the right place.

[Get Started Today](#)

**Learn about ASU Online**

**ASU** ARIZONA STATE  
UNIVERSITY

ASU is among the most forward-looking universities in the country providing a high-quality education taught by top-ranked faculty.

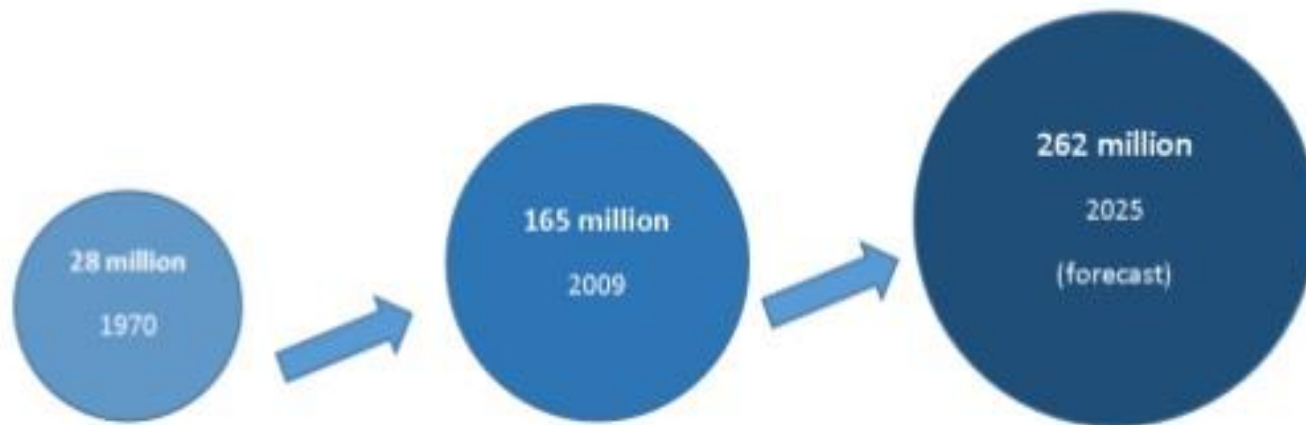
# 1. Why



## Education at a Glance...

# Global Demand for Higher Education

Total Number of Students Participating in Higher Education Worldwide



<http://www.oecd.org/edu/Education-at-a-Glance-2014.pdf>

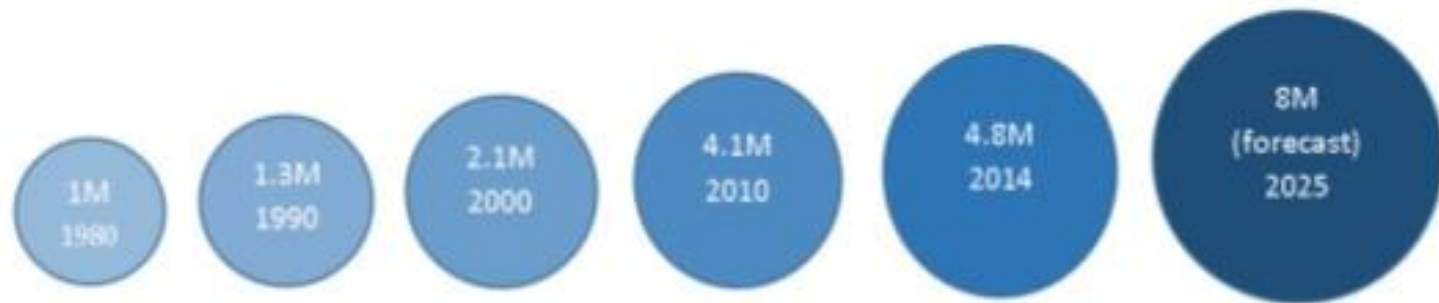
The publication covers educational data spanning 34 OECD countries as well as the following non-OECD states: Brazil, Russia, Argentina, China, Colombia, India, Indonesia, Latvia, Saudi Arabia, and South Africa.

## 1. Why

## Education at a Glance...

# Internationalization of Higher Education

Total Number of International Students Worldwide

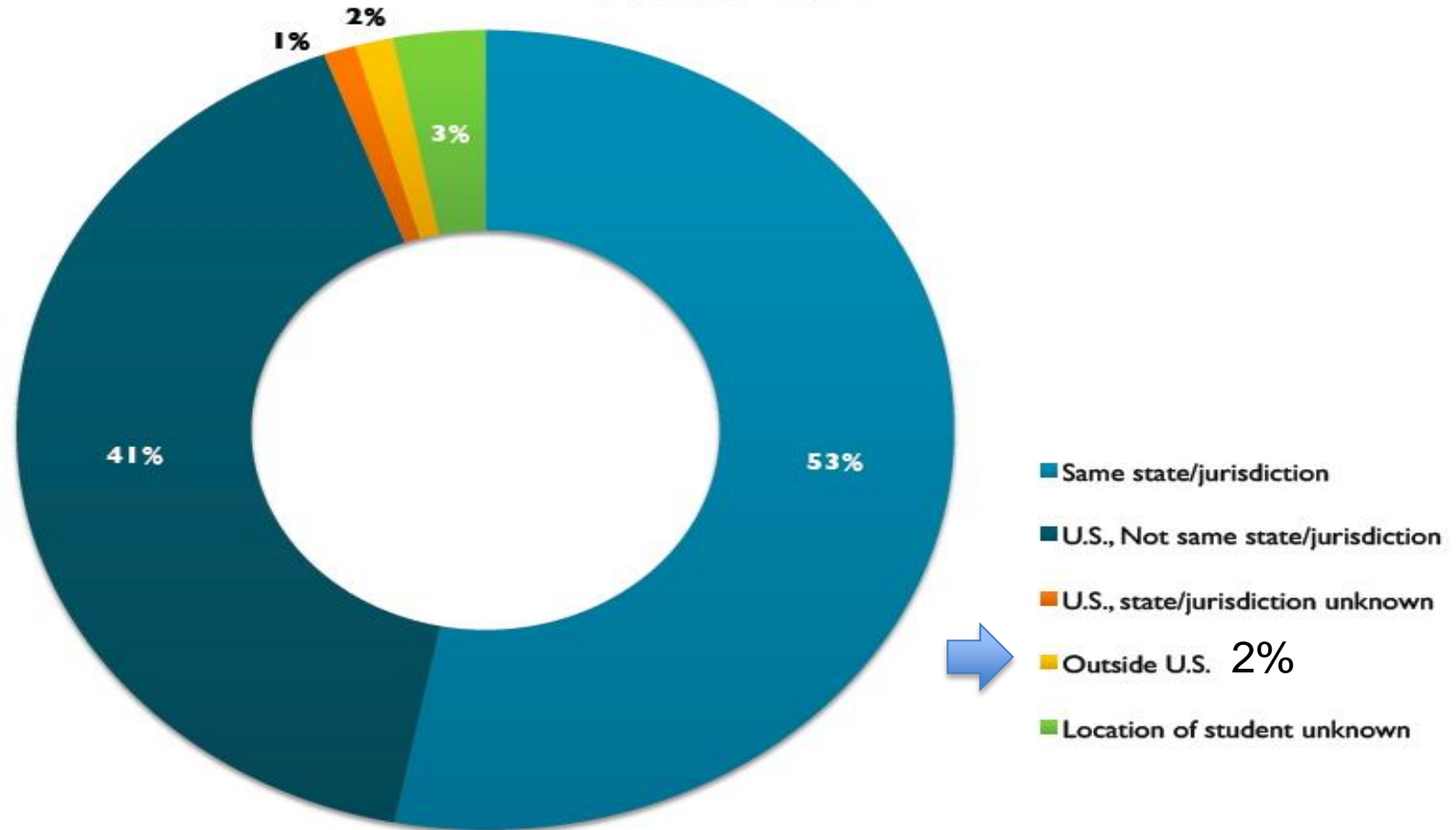


<http://www.oecd.org/edu/Education-at-a-Glance-2014.pdf>

The publication covers educational data spanning [34 OECD countries](#) as well as the following non-OECD states: Brazil, Russia, Argentina, China, Colombia, India, Indonesia, Latvia, Saudi Arabia, and South Africa

## 1. Why

## LOCATION OF STUDENTS ENROLLED EXCLUSIVELY IN DISTANCE EDUCATION COURSES - 2014

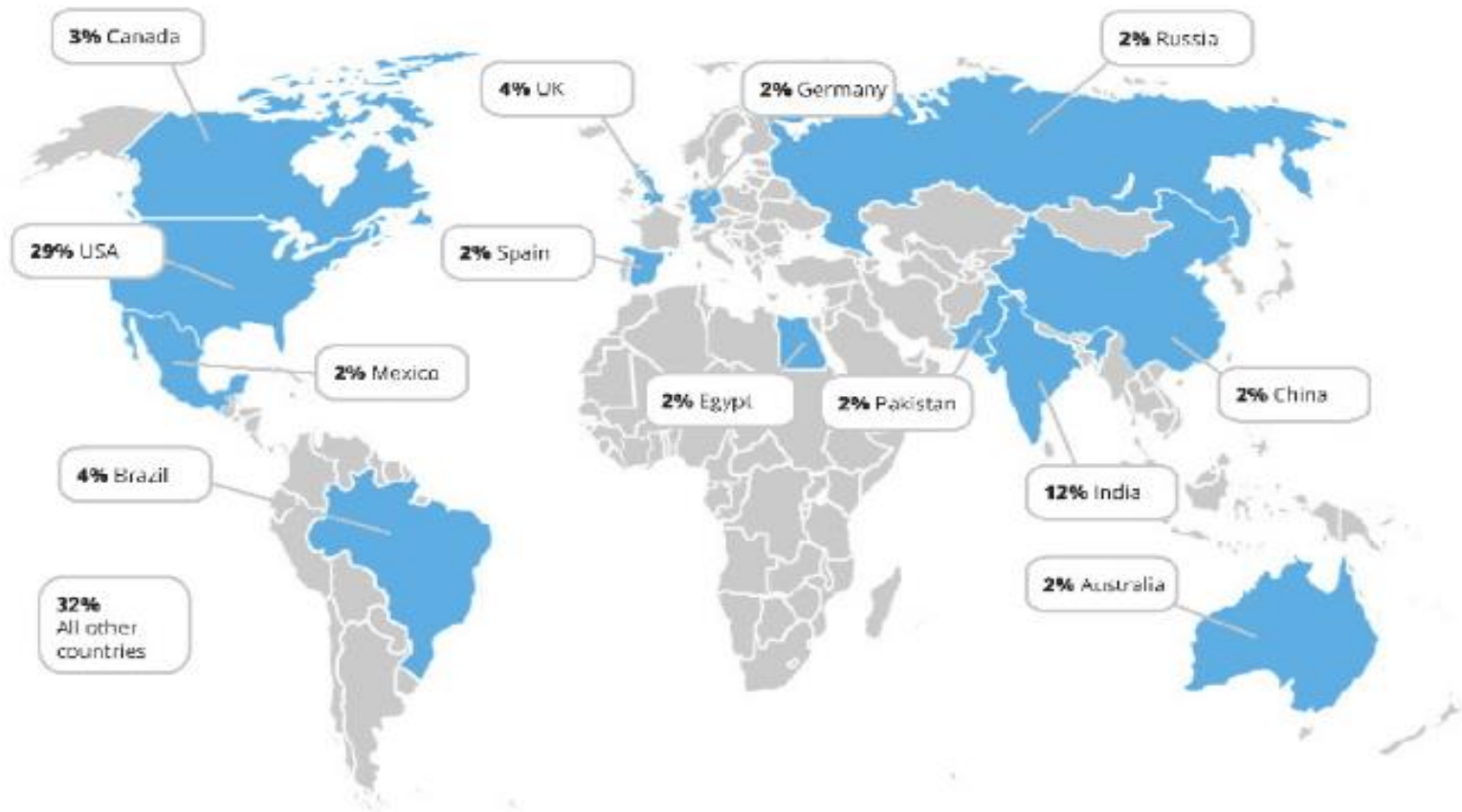


Allen, E., & Seaman, J., with Poulin, R., & Taylor Straut, T. (2016). *Online report card: Tracking online education in the United States*. Babson Survey Research Group and Quahog Research Group.

## 1. Why



# EDX LEARNERS



71% outside

71% OF STUDENTS COME FROM OUTSIDE THE U.S. AND INDIA IS THE SECOND LARGEST NATIONAL GROUP. EDX HAS STUDENTS IN EVERY COUNTRY.

(Heinlein, 2015)

## 1. Why

# Delivering education and skills to meet the needs of the world's one billion students in 2025

## Analysis from Deloitte Access Economics estimates that the world of 2025 will have over one billion students actively seeking education and skills.

Based on these projections, the onshore sector may be capable of increasing from nearly 500,000 students today to 720,000 by 2025 – a compounding annual growth of 3.8%. In a high market-share scenario, these numbers could almost double to nearly 990,000 by 2025. Beyond this, in the relatively untapped borderless skills market of in-market, online and blended delivery – there are projected to be in excess of one billion students around the world.

The traditional concept of the *student* will not reflect the world of 2025. Learning increasingly takes place in a variety of environments, with emphasis on different relationships and interactions to develop skills and knowledge. A much wider range of players that includes technology, teachers, peers, employers, and course and curriculum development experts enable this experience. The 2025 *student* will increasingly include our traditional view of a student but also individuals seeking learning through on-the-job skills development, executive education and development, and recreational learners who are seeking to build their own skills while on holiday or as part of their leisure time.

- › Our established higher education, vocational education and training (VET), English language providers and schools that are delivering accredited programs onshore and offshore.
- › Providers and businesses that are delivering non-accredited learning both in Australia, in-market and online.
- › Education technology (edutech) providers that are delivering Australian education content in their own right or that are partnering with education and training providers to enable the delivery of Australian learning globally.
- › Education services such as course and curriculum development, education publication, as well as

## 1. Why



# THE WORLD NEEDS ALMOST 69 MILLION NEW TEACHERS TO REACH THE 2030 EDUCATION GOALS

## UIS FACT SHEET

OCTOBER 2016, No. 39

On World Teachers' Day (5 October), the UNESCO Institute for Statistics (UIS) has released the first-ever estimates of how many teachers are needed to achieve Sustainable Development Goal 4 (SDG 4), which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. In the next 14 years, countries must recruit 68.8 million teachers to provide every child with primary and secondary education: 24.4 million primary school teachers and 44.4 million secondary school teachers. The data are available via the [UNESCO eAtlas of Teachers](http://on.unesco.org/teachers-map), which features interactive maps and charts that can be shared and downloaded at <http://on.unesco.org/teachers-map>

## MASSIVE TEACHER SHORTAGES AT THE PRIMARY AND SECONDARY LEVELS

The international education community has pledged to achieve universal primary and secondary education by 2030 as part of Sustainable Development Goal 4 (SDG 4). However, about 263 million children and youth are out of school, according to recent UIS data. This includes 25 million children of primary school age who will probably never set foot in a classroom, while just 14% of youth complete upper secondary education in low-income countries. Clearly, SDG 4 demands a seismic shift in the provision and quality of education and teachers.

## 1. Why

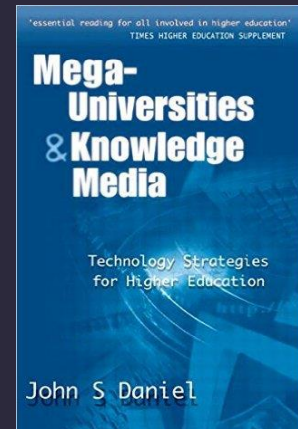


“It will not be possible to satisfy the **rising demand** for Higher Education, especially in developing countries, by relying on traditional approaches.”



(Sir John Daniel, 2013)

Past President,  
Commonwealth of Learning;  
Previous Vice-Chancellor,  
UK Open University



## 1. Why

## Dublin City University

**Dublin City University** (DCU) has forged a reputation as Ireland's University of Enterprise. DCU is a young, dynamic and ambitious university, which is the fastest growing in Ireland, with a distinctive mission to transform lives and societies through education, research and innovation.

As a QS Top 50 Under 50 University, DCU is recognised around the world for its academic excellence, innovation and commitment to providing students with a challenging, high quality, digitally rich 21st Century learning experience.

DCU is also unambiguous in its commitment to equity of access and shaping the future of higher education both nationally and internationally through new and distinctive models of teaching and learning.

To this end, building on a long history of innovation and leadership in the use of technology in education, DCU hosts the **National Institute for Digital Learning** (NIDL). The University also offers a growing number of online degree programmes through **DCU Connected** and has established Ireland's Open Learning Academy with a growing suite of online short courses to promote access to new pathways for life-long learning.



### Head Start Online

Learn to get ready for successful study

MONDAY, 15 AUGUST



### Irish 101

Learn about Irish language and culture

MONDAY, 2 JANUARY



### Irish Nation Building

Learn about the challenges of nation building

MONDAY, 2 JANUARY



### Irish Media History

Learn the history from print to social media

MONDAY, 2 JANUARY



### Conflict Resolution

Learn lessons about post-conflict rebuilding



### Learning Leadership

Learn to become empowered educational leaders



### 21C Learning Design

Learn new skills for 21st Century teaching



### Coding for Teachers

Learn about computational thinking

## 2. A small example

# Head Start Online

## What is it about?

Have you ever considered studying as a part-time or online learner? Do you have commitments in your life that would preclude you from studying on a full-time, campus-based course? Have you already decided to study, and want to know how to best prepare yourself?

Head Start Online is a free course for anyone who is thinking about starting a higher or continuing education course as a part-time or online learner.

Many people who want to study cannot do so by attending a full-time course that requires a lot of attendance on-campus. The reality is that people have busy lives where you have to balance work, social and family commitments. Learning part-time or online is one way to help fit study around your lifestyle. However, this more flexible approach to study is not for everyone. This course offers a taste of what is involved as an online learner.



Whether you are trying to figure out if you are ready to start a higher education course, or you just want to know how to best prepare yourself for part-time or online study, then this course is for you.

## What will I learn?

On completion of this course you will:

## What will I learn?

On completion of this course you will:

- Decide if part-time or online higher education is for you
- Know how much time you have for study
- Identify your potential sources of support
- Be aware of the skills needed to be successful

<http://www.dcu.ie/academy>

## 2. A small example

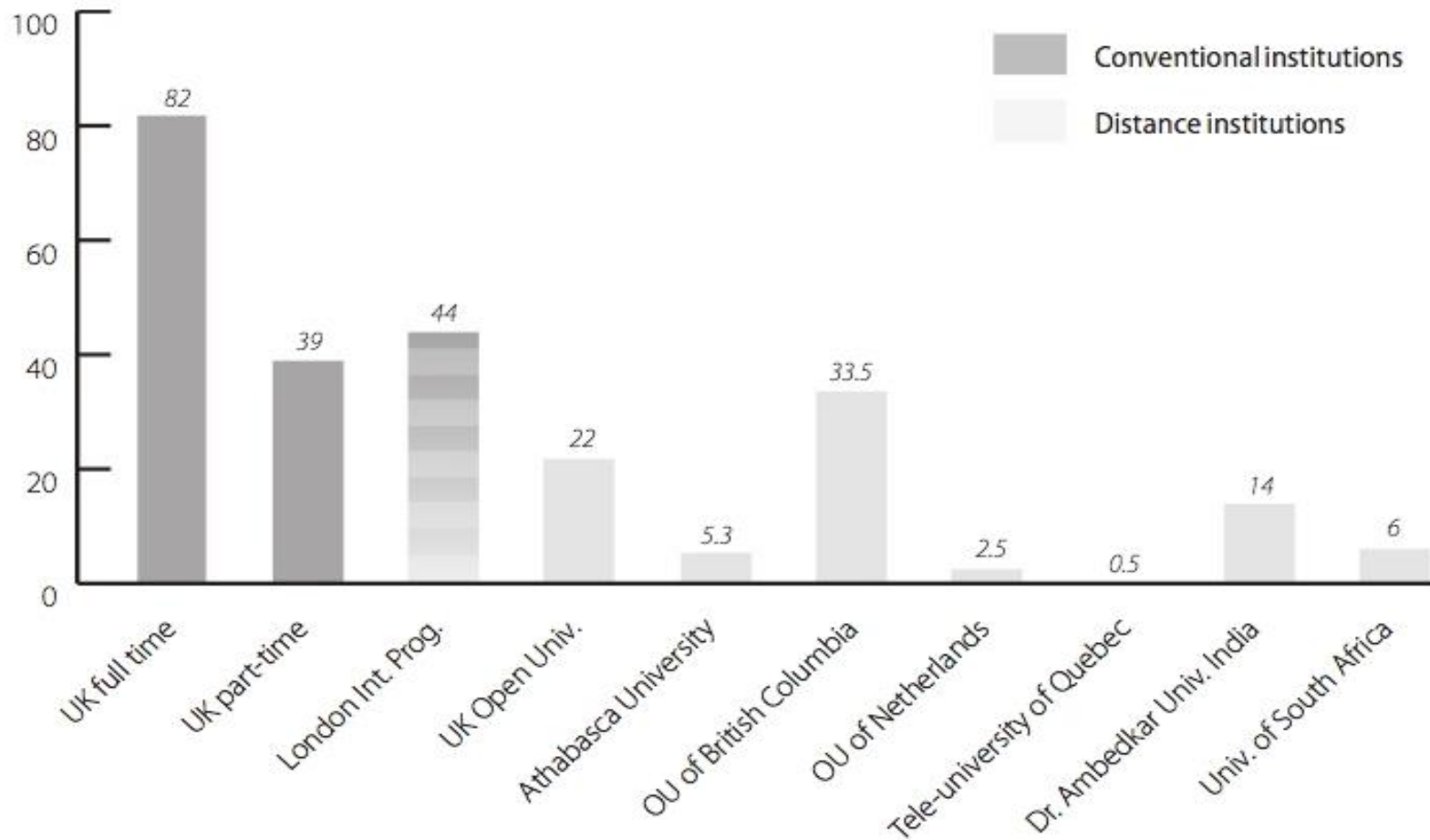


## 2. A small example



Ollscoil Chathair Baile Átha Cliath  
Dublin City University

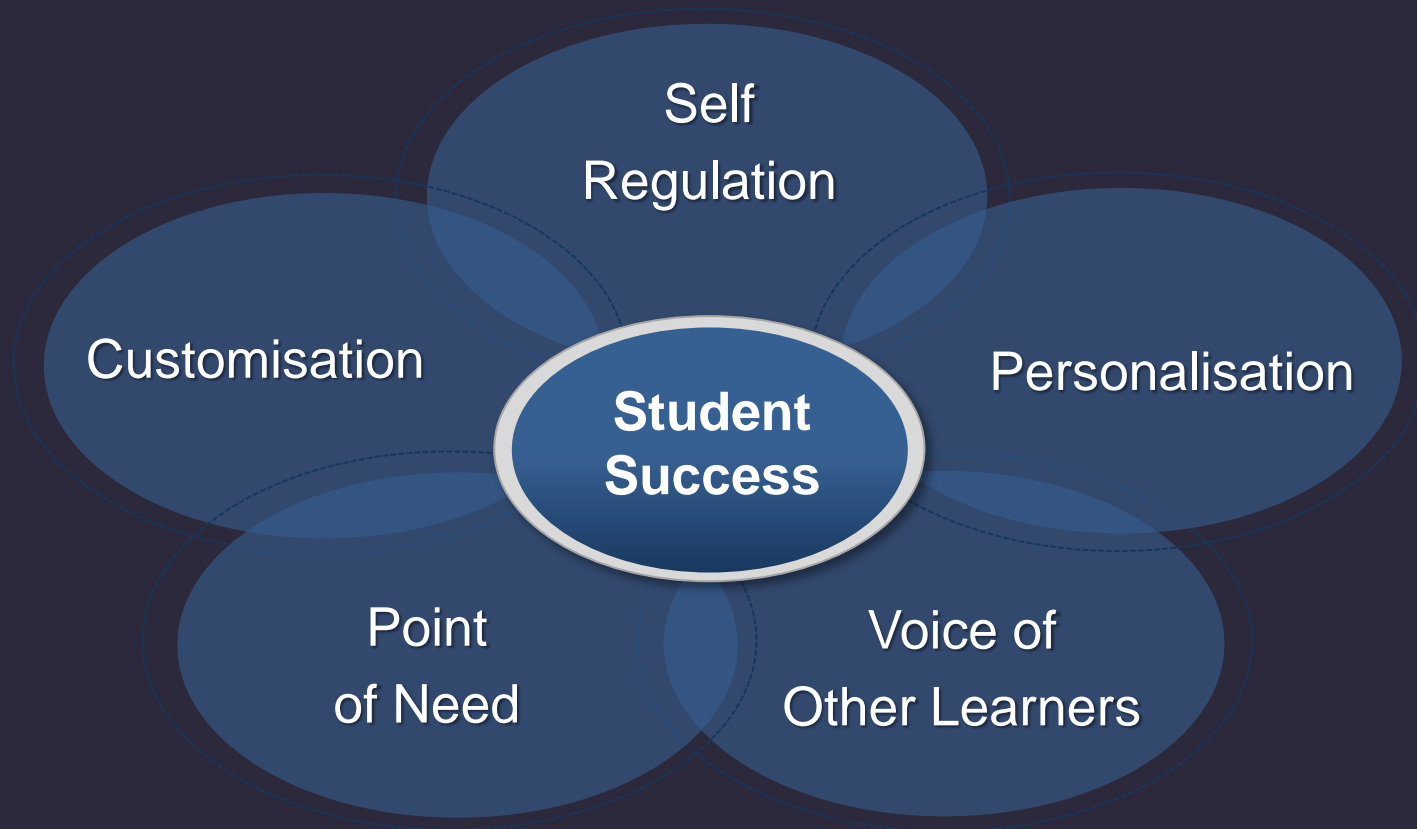
**Figure 17.1** Graduation rates at distance education and conventional institutions.



Woodley, A., & Simpson, O. (2014). Student dropout: The elephant in the room (pp. 459-483). In O. Zawacki-Richter & T. Anderson (Eds.). *Online distance education: Towards a research agenda*. Athabasca: AU Press.

## 2. A small example

# Key Principles



## 2. A small example



# Kiron Open Higher Education

World-Class Education For Refugees



## 2. A small example

## Introduction



Head Start Online

### Welcome to the Course

In this course you will take your first steps towards flexible study. The course will give you a valuable "head start" to becoming a part-time or online learner in higher education. In this welcome area you will: (i) watch the [course overview](#) video (ii) read the [course FAQs](#) (iii) learn how to navigate the course; and most importantly (iv) [create your profile](#) for the course

Course Noticeboard ▾

☐ Course Overview ▾

☐ Course FAQs ▾

☐ Navigate the Course ▾

☐ Create your profile ▾

- A good beginning
- What to expect
- Time is precious
- Skills for success
- What is required to succeed
- Next steps

Brought to you by



Meet your course team



Eamon




James



Orna

## 2. A small example

## Question 1

Not yet answered   Marked out of 1    Flag question    Edit question



As far as deciding on studying, or not, and what subject to study, I  What I most want from this five week course is for it to

In terms of any previous experience with this kind of endeavour I  previously studied at higher education level (college, university, etc.).



There are  time consuming areas in my life that I will need to manage along with my studies. In terms of the 'big two', work and family, I  and . Also about me: I identify my gender as  and my age is in the  range.

## 2. A small example



# Am I Ready for Study?

Study  
Experience

Work & Family

Study Intentions

Study Skills

Computer Skills

Work Habits

Overall Readiness



Answer the questions below about your previous study experience, then click CONTINUE to receive personal feedback...

1

Do you have previous successful experience of studying through a higher education institution?

YES

NO

2

Have you had any recent experience of flexible learning, including undertaking a free online short course?

YES

NO

3

Are you familiar with the requirements of your intended programme of study?

## 2. A small example

# Am I Ready for Study?

Study  
Experience

Work & Family

Study Intentions

Study Skills

Computer Skills

Work Habits

Overall Readiness



## Your Feedback for "Study Experience"

- 1 Your previous experience should be a great help. Having an idea of what further study involves and how to go about it should help to get you off to a good start.
- 2 You might like to consider registering for a free online short course or MOOC in an area of interest as this may give you a better sense of what it's like to be a flexible learner.
- 3 It's good that you've already sought information about your intended programme of study. Knowing the requirements is really important before you make any commitment.



*"I found completing a MOOC helped to give me a better idea of what further study might involve"*

### Resources

There are links to suitable resources to help you "Get Ready to Study" at the end of the overall questionnaire.

## 2. A small example



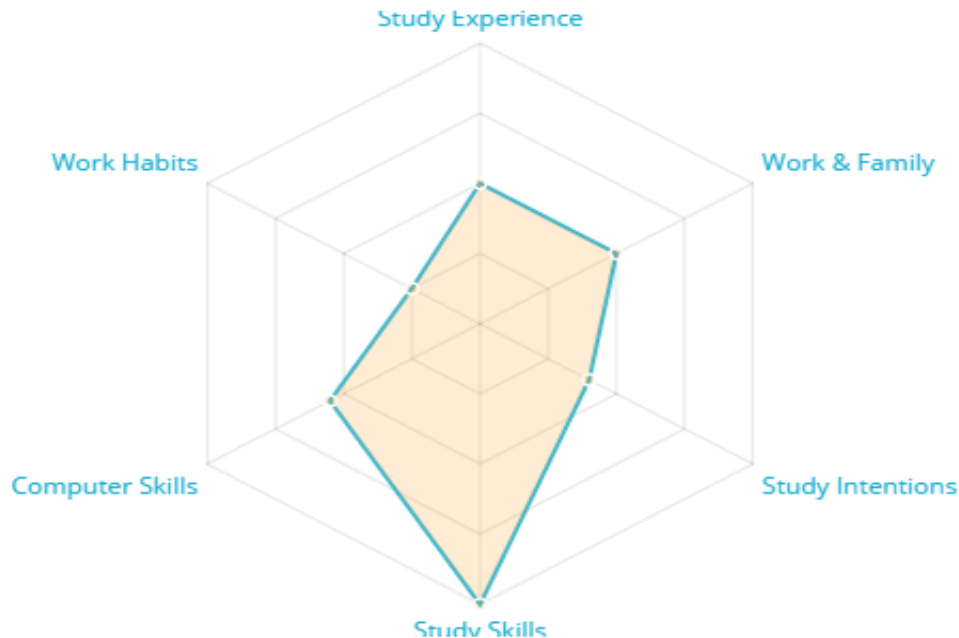
Ollscoil Chathair Baile Átha Cliath  
Dublin City University

# Am I Ready for Study?



## Overall readiness

**Here** is an overall summary of your results. You can read this summary and all of your feedback by hitting on the **DOWNLOAD** button. Please give us your feedback on the usefulness of this tool by clicking on the **RATE** button.



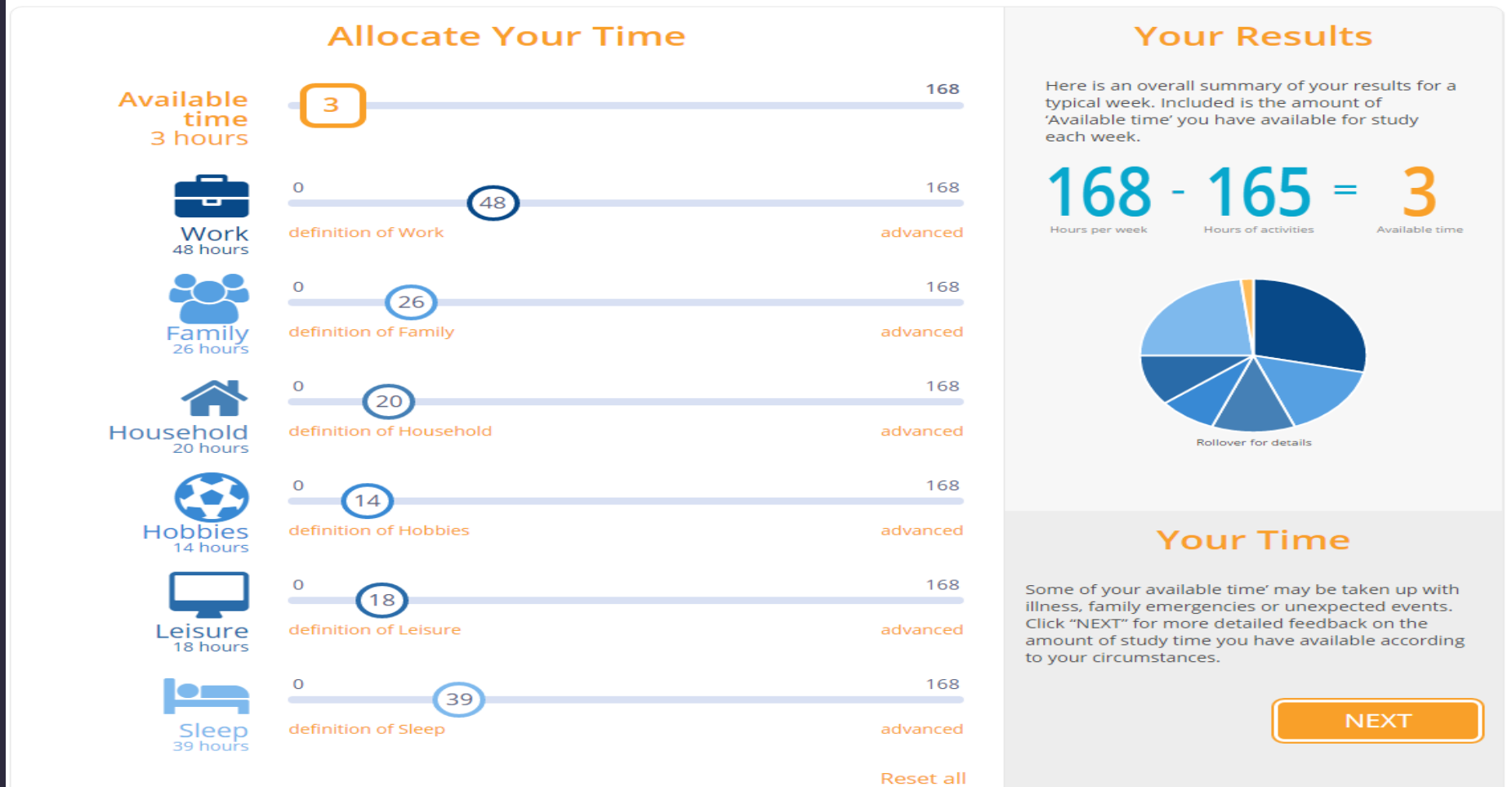
### Summary

You have something to think about! In some areas you're reasonably well placed to take on the challenge of further study but you could do more to enhance your readiness. Explore the resource links on this page and review all of your responses to see where you could enhance your ability to succeed before taking the next step. It may even be better to defer your study plans until your personal circumstances change. But don't give up on the idea and talk to someone at your preferred institution if you want further advice.

## 2. A small example



# Do I have Enough Time?



## 2. A small example

# Do I have Enough Time?

## Detailed feedback...



**You're** just managing to fit all your activities in, with only a few hours left to spare. You're likely to need more free time to successfully undertake study. Discuss ways of freeing up time with your family. Keep in mind you'll have busy periods around assignments, tests and exams. Some weeks will be busier than others. While most courses are designed to require a minimum number of hours to complete, the actual time you need will vary. If you decide to continue, then before registering for your course we strongly encourage you to talk with the staff and check the requirements for the particular programme of study before going any further.

## Student comments...



*It was essential that my boss, partner and family were supportive to help me free up more time for study*

— Student from DCU



*With so many other commitments I needed to*

## 2. A small example

# Who Can I Ask?

*Click a question*

*then*

*view answers from:*

- I am not sure I will be able for this course
- I am struggling with the technology on this course
- I have no idea how to go about writing an assignment.
- My assignment is due next week and I'm not sure what I've written is ok.
- I have to work overtime unexpectedly so I just won't get my assignment done on time.



## 2. A small example



# Study Tips for Me

Revisit past exam papers

Study tip from Adam (IT student)

#studytip #examtips #submission



I would advise all students to go to the face to face tutorials and participate in the online tutorials too

Study tip from Melanie



(IT student)

#learninggoals #tutorials  
#submission

#studytip #timemanagement  
#onlinelearning #researchtips  
#submission



## Keep up with the reading

Complete your reading on a weekly basis and manage your time well for assignments.

Study tip from Ryan

#assignments #readingtips  
#submission



## Ask your Tutor

If the material is hard to understand at first, ask your tutor to explain it further

Study tip from Mary (Humanities student)



#learningtolearn #gettinghelp  
#askingforhelp #submission



Apply what you learn to practical everyday work- that helps a great deal in understanding the module a whole lot better and everything tends to become clearer.

Study tip from Patrick (IT student)



#learningstyle #submission



## Use your peers

Form study groups with other students- a few heads together may help with the

## Work Hard from the start!

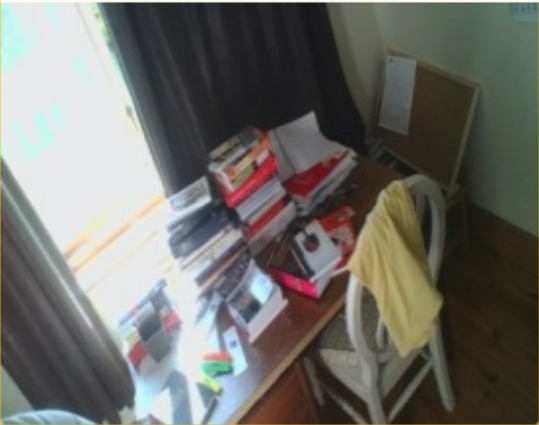
## 2. A small example

# Where Will You Study?

On the virtual noticeboard in this activity you can show a photo of the study space, room, oil rig etc. where you are viewing the course.

Tip: The easiest way to do this, once you have clicked on the pink button (circle with the plus symbol), is to give your name in the 'title' area and then click the row of symbols to upload your photo (or audio/video clip if you like).

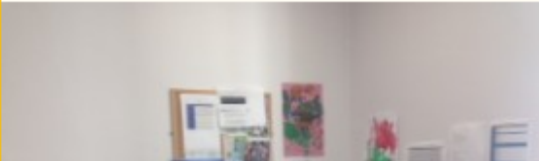
I'm doing the course from Wicklow,  
Ireland




Hi I'm Jill,  
I'm doing the course from Dubai

Hi, I'm Aya. I'll be taking this  
course through the Kiron platform

Hello, Im Orna  
I will be doing most of my teaching  
from my Office in DCU



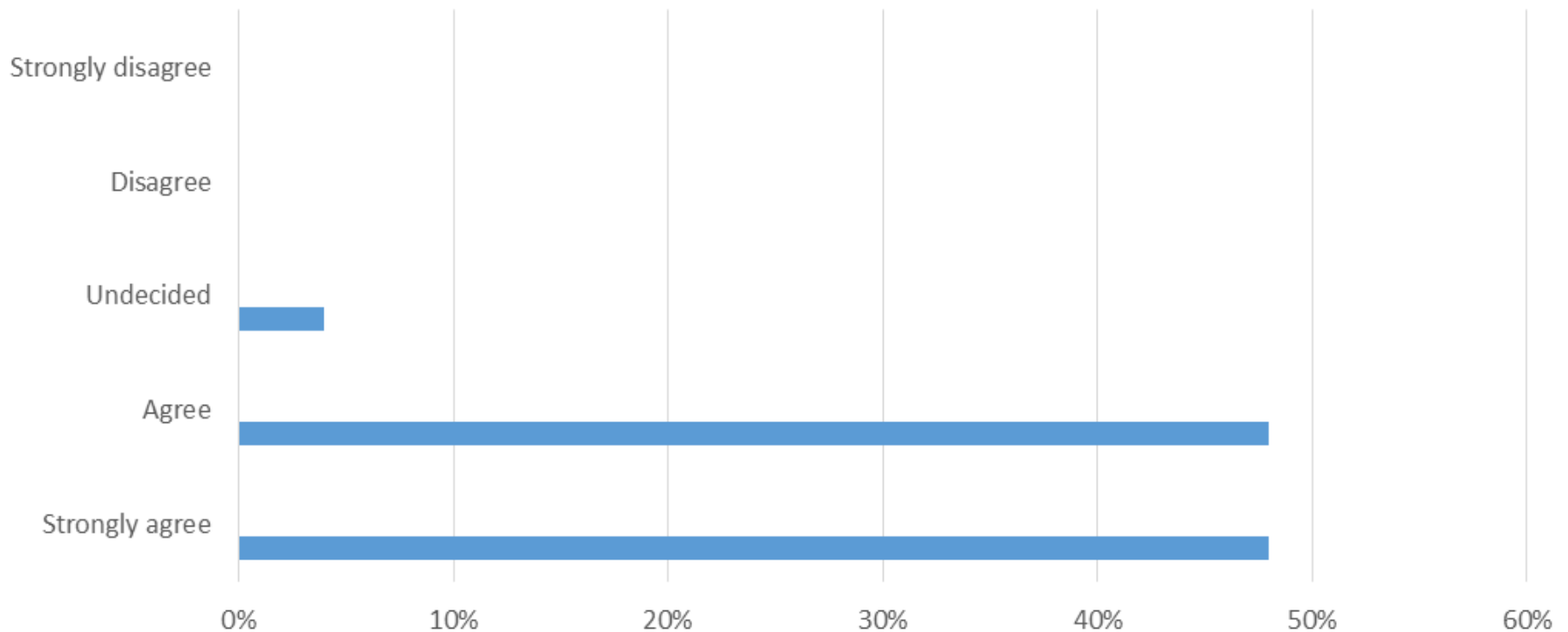
**Hello I am Hamza**  
I am doing this course from Germany.  
This course is suggested from Kiron  
Campus.



## 2. A small example

# Evaluation of Pilot

**I feel more ready to become a flexible learner after taking this course**



## 2. A small example





## Dublin City University designated as a University of Sanctuary

Dublin City University has been designated as a “University of Sanctuary” in recognition of a range of initiatives demonstrating commitment to welcoming asylum seekers and refugees into the university community and to fostering a culture of inclusion for all.

## 2. A small example

### 3. A really big example



Ollscoil Chathair Baile Átha Cliath  
Dublin City University



Running  
to catch a  
moving train...

### 3. A really big example



“Online learning  
(MOOCs)  
should be in  
the service of  
**big ideas**,  
not as a big idea  
in itself”



(adapted from Barnett, 2011).

### 3. A really big example

[Courses ▾](#)[How It Works ▾](#)[Schools & Partners](#)[About ▾](#)[Sign In](#)[Register](#)

## MITx MicroMaster's Credential in Supply Chain Management

Earn a MicroMaster's credential from MIT's #1 ranked Supply Chain Management Program to advance your career.

[Explore Supply Chain Courses](#)

Gain expertise in the growing field of Supply Chain Management through an innovative online program consisting of five courses and a final capstone exam. The MicroMasters in Supply Chain from MIT is an advanced, professional, graduate-level foundation in Supply Chain Management. It represents the equivalent of 1 semester's worth of coursework at MIT.

The MicroMaster's Credential will showcase your understanding of supply chain analytics, design, technology, dynamics and end to end supply chain management. Build on the credential and take advantage of a great opportunity to be accepted into the #1 ranked supply chain management Masters Degree program for a fraction of the cost.

### Program Details

|    |                   |                     |
|----|-------------------|---------------------|
| 🕒  | <b>Length</b>     | 48 weeks total      |
| 🕒  | <b>Effort:</b>    | 8-10 hours per week |
| 🏛️ | <b>School</b>     | MITx                |
| 💰  | <b>Price</b>      | \$150 per course    |
| 👤  | <b>Instructor</b> | Chris Caplice       |

## 3. A really big example



Ollscoil Chathair Baile Átha Cliath  
Dublin City University

# HE alliance to pilot MOOC credit transfer system

Posted on Jan 25, 2016 by Beckie Smith

Posted in Ed tech, News, under

Tagged with Australian National University, Boston University, Credit transfer, Delft University of Technology, EPFL, MOOCs, University of British Columbia, University of Queensland.

Bookmark the permalink

Six universities around the world are developing a MOOC credit transfer system that would enable students to gain credit towards their degrees from online courses at other institutions.



Delft University of Technology in the Netherlands is spearheading the MOOC credit transfer initiative. Photo: Flickr/IMBiblio.

## 3. A really big example

# *uWOLA...*

## University Worldwide Online Learning Alliance



A World-Class Online Education, Wherever You Are

### 3. A really big example



Ollscoil Chathair Baile Átha Cliath  
Dublin City University



# *The Alliance...*

- 10 universities
- Established leaders
- No more than two in each country
- Opening access is core to mission
- 25+ year history of flexible delivery
- Ranked in the top 500 universities
- Most in the top 100 under 50 years
- Strong track record of student success

## 3. A really big example



Ollscoil Chathair Baile Átha Cliath  
Dublin City University

# USPs...

- Glocal brand
- Single portal
- Agent network
- Innovation
- Joint research
- Strategic leadership
- MOOCs
- Scholarships
- Credit transfer
- First-year online
- Joint programmes
- Internationalisation

## 3. A really big example

A revolution in learning.  
The evolution of you.

Try LinkedIn Learning free for one month.

Start my free month



*uWOLLA*

Learn in-demand skills with LinkedIn Learning



**Personalized Recommendations**

Know the skills that are in-demand based on your experience.



**On Your Schedule**

Access courses from your computer or mobile device - anytime, anywhere.

### 3. A really big example

# Conclusion...



Conclusion...

**Student mobility**  
and cross-institutional  
partnerships have many  
different faces

“If MOOCs are the future solution for increased student mobility, then what is the problem?”



**OXFAM**  
International

The power of people against poverty

Search Oxfam International



[Jobs](#) | [News](#) | [Policy & Research](#) | [Contact](#)

Explore

Take Action

Worldwide

Blogs

Donate



# EVEN IT UP



## News

### ▼ Press releases

**Just 8 men own same wealth as half the world**

### ► Media reactions

### ► Media contacts

## Just 8 men own same wealth as half the world

Published: 16 January 2017

Eight men own the same wealth as the 3.6 billion people who make up the poorest half of humanity, according to a new report published by Oxfam today to mark the annual meeting of political and business leaders in Davos.

Oxfam's report, '**An economy for the 99 percent**', shows that the gap between rich and poor is far greater than had been feared. It details how big business and the super-rich are fuelling the inequality crisis by dodging taxes, driving down wages and using their power to influence politics. It calls for a fundamental change in the way we manage our economies so that they work for all people, and not just a fortunate few.

# Sustainable Development Goals (SDGs)

*"World leaders have an unprecedented opportunity this year to shift the world onto a path of inclusive, sustainable and resilient development" - Helen Clark, UNDP Administrator.*

At the United Nations Sustainable Development Summit on 25 September 2015, world leaders adopted the [2030 Agenda for Sustainable Development](#), which includes a set of 17 Sustainable Development Goals (SDGs) to end poverty, fight inequality and injustice, and tackle climate change by 2030.



UN Welcome to the United Nations. It's your world! عربي 中文 English Français Русский

**SUSTAINABLE DEVELOPMENT GOALS**

**17 GOALS TO TRANSFORM OUR WORLD**

HOME ABOUT SECRETARY-GENERAL **GOALS** TAKE ACTION KEY DATES MEDIA WATCH AND LISTEN

**Goal 4: Ensure inclusive and quality education for all and promote lifelong learning**



(Delors Report, 1972)

# WHERE DO WE WANT TO GO?

Critical  
Thinkers

Critical  
Consumers

Critical  
Citizens

LEARNING  
TO BE

LEARNING  
TO KNOW

LEARNING  
TO DO

LEARNING  
TO LIVE  
TOGETHER

DCU



**Go raibh  
maith  
agaibh!**

# Professor Mark Brown

## Director, National Institute for Digital Learning



[mark.brown@dcu.ie](mailto:mark.brown@dcu.ie)

[@mbrownz](https://twitter.com/mbrownz)



[www.dcu.ie/nidl](http://www.dcu.ie/nidl)

[www.slideshare.net/mbrownz](http://www.slideshare.net/mbrownz)