JMOOC, Massive Open Online Courses from Japan

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Abstract
Since 2011 many xMOOC (Massive Open Online Courses) providers have been established like Coursera, Udacity and edX. At first most of the courses provided by those MOOC are from major universities in US like MIT, Harvard, UC Berkeley and others. From Japan University of Tokyo and Kyoto University made announcement to participate Coursera and edX respectively, and publish their courses. In terms of OCW there are twenty two universities are members of JOCW, Japan OCW Consortium including University of Tokyo and Kyoto University. Many member universities except University of Tokyo and Kyoto University have big interest in providing their courses as MOOC. But there might be various issues to join existing foreign MOOC providers. Their aim seems that only top ranked university can only join and provide MOOC on their platform and only famous professors can provide their courses. For most of Japanese universities it might be so difficult to join them from various reasons. So we decided to establish the organization to promote MOOC from Japan in forms of nation-wide cooperation under industry and academia, named JMOOC.
JMOOC has been established in November 1st as general incorporated association. And first MOOC from JMOOC will open from April 14, 2014. In this paper we describe the aim and plan of JMOOC.

Keywords
MOOC, Open Education, Regional MOOC, Higher Education

Global Trend
Courses by well-known professors of top ranked universities mainly in the US have been offered as open online courses since 2012, and maximum of about 200,000 people have taken these courses. The MOOCs (Massive Open Online Courses: MOOC), in which learners are given certification upon completion of a course, has attracted a great deal of attention, and the numbers of participating universities and learners have increased explosively around the globe.

At the beginning, only major universities in US like Massachusetts Institute of Technology, Stanford University, Harvard University, and University of California, Berkeley participated in this movement, but it spread worldwide involving top ranked universities in Europe, Asia, and Oceania.

Background
Open education started with OpenCourseWare (OCW) released in 2001 and launched in 2003 by MIT, USA.

The Japanese OCW began in 2005 with 6 universities, and this movement has grown into Japan Open Courseware Consortium (JOCW) with current membership of 41 organizations including 21 universities and offering more than 3,000 courses online.
On the other hand, universally, the OCW movements have expanded to 49 nations with membership of 277 organizations, and about 25,000 courses are provided. The growth of OCW is not only quantitative but also qualitative, since 2010, in order to raise learners’ motivation and move shift to learner-centric learners’ communities and achievement certification projects (such as Open Study, OER University) have emerged.

Present Issues
Few Japanese universities have announced their participation in the MOOCs, Tokyo University in Coursera and Kyoto University in edX, but the open lectures are available only in English, and most of Japanese universities might be left behind. Coursera is planning to provide courses in multi-languages, but the membership is exclusive to the top universities in each country, so not all major universities in Japan may become a member.

Suggestion for new activities
The followings are the major MOOC providers;

- For-profit organizations funded by venture funds: Coursera and Udacity
- Non-profit organization funded by universities (Harvard University and MIT): edX

We acknowledge the new open education movement worldwide as one of innovation drives for higher education, and in order not to isolate Japanese higher education from this international movement, we found the General Incorporated Foundation, Japan Open Online Education Promotion Council (JMOOC) on 11 October 2013. JMOOC is Japanese MOOC, not American style MOOC, and we are anticipating nation-wide collaboration between the industry and academia on this project.

Our Mission
To achieve high-quality learning management, and to promote various activities to develop and disseminate knowledge society, where the learners who have completed their studies through MOOC will be recognized for certification socially, by solving the technological, institutional problems and issues.

To actively promote not only the professional knowledge imparted by institutions of higher education but also the practical training implemented by corporate organizations to the student, adult, and senior learners, thereby creating a basis for a veritable, continuous learning society.

To provide the necessary learning opportunities in efficient ways for the students intending to study or work in Japan, in both Japan and ASEAN nations, by providing the new, original MOOC contents developed and administered by the council.

To contrive and help implement the dissemination and institutionalization in Japan of the highly effective face-to-face Flipped Learning based on pre-learning based on MOOC, to support its dissemination, enhancing the dynamic shift in university education methodology.

To construct and administer a learning platform for enhanced use of MOOCs, and to promote research activities in establishing an innovative learning support technology for MOOCs-based education. This is based on our understanding that the MOOC is a groundbreaking endeavor that applies integrative ICT to learning support that makes possible an extensive online monitoring and digital accumulation of large-scale open online learning. By analyzing this, we will acquire
new ideas in learning support technology, whose feedback will improve ongoing learning at the
same time.

**Organization**

Organization structure of JMOOC is shown in Fig.1

![Fig.1 JMOOC organizational structure](image)

**Potential of MOOC from Japan**

We carried out poll to make a survey on potential of MOOC from Japan in Japanese. Some of the questions and answers are following:

Q1: Q. Have you ever learned MOOCs? Or would you learn it in future?
A: The most common response was “Never learned before and would not learn in future” (53.4%), followed by “Never learned before but would learn in future” (45.2%), “Have used within a year” (0.9%).

Q2: Q. Reasons not want to learn MOOCs
A: The top three common responses were “Poor language skills (Unable to follow English instructions)” (34.9%), “Seems difficult” (29.2%), and “Not enough time” (28.4%).

Q3: Q. Would you take courses offered in Japanese by Japanese teachers in MOOCs?
A: Most of the respondents answered “Depends on subjects” (53.8%). 31.2% answered No and 15.0% answered Yes.
Q. Have you ever used MOOCs? Or would you use it in future?

- Have used within a year: 0.9%
- Have used more than a year ago: 0.5%
- Never used before but would use in future: 53.4%
- Never used before and would not use in future: 45.2%

Q. Reasons not want to use MOOCs

- Poor language skills (Unable to follow English instructions): 30%
- Seems difficult: 25%
- Not enough time: 20%
- No need for university degree: 15%
- Not interested in university classes: 10%
- Unable to keep oneself motivated: 5%
- Information on internet is not sufficient: 5%
- Courses offered are limited: 5%
- Other: 5%
- Want to interact with teachers directly: 20%
- Want to interact with other students directly: 15%

Fig. 2 Q1 and its answer

Fig. 3 Q2 and its answer
Figures and Tables
Center figures and tables in the text. Label each figure and table. Extend tables the full width of the page if possible.

Table 1. Sample Table.

<table>
<thead>
<tr>
<th>Need</th>
<th>Obstacle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptive text as well as names for objects in the 3D environment.</td>
<td>The original Q3 game never presented a lot of text during game play.</td>
</tr>
<tr>
<td>The creation of a realistic human male avatar character that behaves realistically (via animation) as he moves through and interacts with the virtual environment.</td>
<td>The map tool used to build the virtual world had limits that were exceeded with the epitaphs. The map tool was reprogrammed to allow larger text limits.</td>
</tr>
<tr>
<td>The classifying of objects as being “take-able,” which allows the player to take the objects and add them to their inventory.</td>
<td>Originally, Q3 did not allow skeletal animation, which presented a problem for our realistic avatar. Code, contributed by a community member, was added in to allow this type of animation. While Q3 did have provision for objects, it assumed they were all take-able, whereas VOSR 3D objects were not, i.e. A tree or door.</td>
</tr>
</tbody>
</table>

References
Conform to the styles of the Publication Manual of the American Psychological Association. Citations in the text appear in parenthesis as (Author, year) or (Author, year: page). If the author’s name appears in the text, as Author (year) or Author (year: page). Full citation of literature referred to should be given in References. Arrange the references alphabetically by first author’s name, rather than by the order of occurrence in the text. Punctuate and capitalize as in References of this document. Do not use numbered references or footnotes. References should be left justified with a second line indent of 0.25”.

Margulies, A (2004). Implementing OpenCourseWare: Executive Summary. MIT OpenCourseWare.


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