JMOOC Current Report

2018.6.11

Yoshimi Fukuhara
Executive Director and Secretary General, JMOOC
Executive Adviser to the President, Meiji University
# About JMOOC

## Corporate Info

<table>
<thead>
<tr>
<th>Corporate name</th>
<th>Japan Massive Open Online Education Promotion Council (JMOOC)</th>
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</thead>
<tbody>
<tr>
<td>Established</td>
<td>November 2013</td>
</tr>
<tr>
<td>President</td>
<td>Katsuhiko Shirai</td>
</tr>
<tr>
<td>Address</td>
<td>1-1 Kanda-Surugadai, Chiyoda-ku Tokyo c/o Meiji University Global Front 407G</td>
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<tr>
<td>TEL &amp; FAX</td>
<td>+81-3-3295-3555</td>
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<tr>
<td>E-mail</td>
<td><a href="mailto:secretary@jmooc.jp">secretary@jmooc.jp</a></td>
</tr>
<tr>
<td>HP</td>
<td><a href="https://www.jmooc.jp">https://www.jmooc.jp</a></td>
</tr>
<tr>
<td>Secretary General</td>
<td>Yoshimi Fukuhara</td>
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</table>
JMOOC strongly leads and aims to bring to a reality MOOC’s vision to expand individual values to the whole of society’s shared values through learning for Japan and Asia based on business-academia collaboration.
JMOOC members (2018.6)

- **Special members**: Big companies
  - Annual dues: 50,000 USD
  - Members: 6

- **Regular members**: Universities, Companies
  - Annual dues: 5,000 USD
  - Members: 79 (Univ.:45, Companies:26, Misc:8)

- **Associate members**: NPO, Academic Society, etc
  - Annual dues: 1,000 USD
  - Members: 14

- **Individual member**
  - Annual dues: 100 USD
Regular Members

[Logos of universities and companies]
Our Activities

1. Quality Assurance Through Course Certification

Based on our professional knowledge and experiences, all of our online lectures are examined to see if they fulfill the standards we require in a Massive Open Online Course (MOOC).

The courses that pass this examination process are qualified as JMOOC certified courses, and divided into one of the following 3 categories based on the institution that provides the course and the content of the course itself.

**Course Certification Committee**

**Categories**

**Category I**
University-level courses provided by universities.

**Category II**
Courses provided by technical colleges and vocational schools, courses recommended by public research institutions, and courses recommended by academic societies.

**Category III**
Special and extension courses provided by universities, courses provided by companies and enterprises.
“High Quality” Courses for “Free”

We offer opportunities to take university-level courses with a simple course registration, and entire learning process, including viewing lecture videos, getting graded for tests and assignments, and receiving certificates of completion, is provided completely free of charge. A wide variety of learners from age under 20 to over 80, are taking our courses, and some of them would not have been able to access this level of education otherwise.

For details on the number of learners, please check out the [Growth of JMOOC Certified Courses and Learners](#).
Our Activities

3 Research for the Establishment of Learning

Support Technology

MOOC makes it possible to gather and analyze learning activity data on a massive scale, and any findings from the data are useful to advance our learning support technology in order to promote a continuous learning.

Here at JMOOC we actively promote research for the establishment of learning support technology.
Our Activities

4 Cooperation with and Proposals to Relevant Ministries and Agencies

We have proposed the use of MOOC for human resources development at the “Industry – Academia – Government Round-Table Conference for Human Resources Development in Science and Technology” co-hosted by the Ministry of Education, Culture, Sports, Science and Technology and the Ministry of Trade, Economy and Industry. In cooperation with these Ministries, we promote the use of our “Science and Technology Foundation Courses” for corporations and universities.
Our Activities

5 Cooperation with Asian Countries

By sharing technological and operational information about JMOOC courses and platforms with Asian countries where MOOC has been introduced, we offer necessary and effective learning opportunities.
## JMOOC Courses

<table>
<thead>
<tr>
<th>JMOOC certified platforms</th>
<th>OUJ-MOOC (Open Univ. Japan)</th>
<th>gacco (NTTdocomo)</th>
<th>OpenLearning,Japan (NetLearning)</th>
<th>Fisdom (Fujitsu)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Running</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>17</td>
</tr>
<tr>
<td>Registration Open</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Over</td>
<td>12</td>
<td>165</td>
<td>31</td>
<td>22</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>173</td>
<td>31</td>
<td>40</td>
</tr>
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</table>

Total (2018.5.29) 256
Unique registrants: 462 K
Total enrollments: 845K
User profiles (2017.9)

【Academic Background】
- Doctor: 2.8%
- MS: 13.1%
- Elementary School: 0.2%
- Junior High: 2.0%
- High School: 19.5%
- College, Vocational: 12.5%
- Graduated: 49.4%
User Profiles (2017年9月末時点)

【Age】

- 60s: 9.1%
- 50s: 18.7%
- 40s: 24.6%
- 30s: 22.7%
- 20s: 19.4%
- Over 70: 3.3%
- Under 20: 2.2%
Poll overview

- Respondent: Registered monitors
- Method: Closed internet research
- Theme: Opening up of University
- Valid respondents: 1306
- Profile of Respondents:
  - **Age**
    - Male: 10’s: 9.6%, 20’s: 8.0%, 30’s: 8.3%, 40’s: 8.0%,
      50’s: 8.1%, 60’s and over: 8.4%.
    - Female: 10’s: 9.4%, 20’s: 8.3%, 30’s: 7.8%,
      40’s: 7.8%, 50’s: 8.0%, 60’s and over: 8.3%
  - **Profession**
    - Employees and Executive: 30.5%,
      Public servant: 5.6%,
      Self-employed: 5.1%,
      Students: 19.3%,
      Part-time workers: 11.3%,
      Housewives: 15.9%,
      inoccupation: 11.5%,
      misc: 0.8%
About MOOC Activity
(N=1306)

- Very Good: 22.3% (82.3%)
- Good: 61.0%
- Not So Good: 11.6%
- Not Good: 5.1%
MOOC awareness (N=1306)

- Know very well: 3.4% (13%)
- Know it: 9.6%
- I’ve heard it before: 10.9%
- Not sure: 76.0%
Internet access terminal (N=1306 2017)

<table>
<thead>
<tr>
<th>Device</th>
<th>2014 (%)</th>
<th>2015 (%)</th>
<th>2016 (%)</th>
<th>2017 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PC</td>
<td>92.3</td>
<td>87.8</td>
<td>71.7</td>
<td>60.4</td>
</tr>
<tr>
<td>Smartphone</td>
<td>60.4</td>
<td></td>
<td>22.2</td>
<td>25.3</td>
</tr>
<tr>
<td>Tablet</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cellularphone</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>PHS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Game machine</td>
<td></td>
<td></td>
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<tr>
<td>Others</td>
<td></td>
<td></td>
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Terminals used for MOOC

- PC: 67.22% (2014), 47.40% (2015), 32.78% (2016), 25.56% (2017)
- PHS: 0% (2014), 0% (2015), 0% (2016), 0% (2017)
- Game machine: 0% (2014), 0% (2015), 0% (2016), 0% (2017)
- Others: 0% (2014), 0% (2015), 0% (2016), 0% (2017)
- No Use: 0% (2014), 0% (2015), 0% (2016), 0% (2017)
Learning time for MOOC (N=153)

Breakdown of except home
- Commuting time: 29%
- Working time/During Class: 20%
- Free time at office/School: 21%
- Wait time for Train/Bus: 15%
- Waiting time at Cafe/Restaurant: 15%

Time for learning
- Freetime at home: 36%
- Except home: 36%
- Unknown: 36%
Place for learning MOOC (N=153)

Breakdown of except home

- Internet cafe: 9%
- Library: 12%
- Restaurant: 15%
- School: 18%
- Computer: 22%
- Office: 24%

Place for learning

- At home: 36%
- Except home: 64%
Typical Questions

- Q: What role do MOOCs play in your higher education system?
  A: Supplemental Knowledge, Outreach for business persons

- Q: Is there a need for a MOOC portal in your country? Why?
  A: Yes, Mainly language barrier for english contents

- Q: Please identify key challenges for MOOC portals
  A: Many challenges, low awareness, critical mass of courses, monetization, etc.
Challenges

- Many courses from various fields to meet learners' broad needs
  - Hundreds of courses: Critical mass
- Categorized course development is required
  - Effective and low-cost development
- JMOOC’s current target
  - Enhancement of basic knowledge for business persons