COMPETEN-SEA

Capacity to Organize Massive Public Educational Opportunities in Universities of Southeast Asia

(574212-EPP-1-2016-1-NL-EPPKA2-CBHE-JP)

WPD5.4

Dissemination Events

WP5 members (led by ATMU)
December 2019

Project dissemination plan

A dissemination plan was crafted by consortium members through discussions online and in consortium meetings to address the project's goals in terms of visibility within the region. The crafted plan specified target audiences, activities, as well as descriptions of expected products. A gantt chart bearing planned activities for the project is available in the previous WP5 report from October 2017.

Project dissemination and utilization efforts and activities were primarily done through traditional publicity materials, the project website, and the conduct and participation of consortium partners in various events. In any of these forms, proponents were encouraged to seek audiences beyond the academe and include policy makers, NGOs, education authorities, and other stakeholders important to MOOC proliferation and utilization of results in the region. Efforts and activities of consortium partners are organized as follows:

- **Event-based dissemination.** Dissemination activities of the project were done primarily through the conduct and participation of project proponents in several conferences and other public events. Through keynote speeches, paper presentations, and poster presentations, information on the project, its findings, and its activities are shared to various audiences. Participation in these events also allow proponents to create new networks for dissemination and utilization purposes as well as sustainability.

- **Web-based dissemination.** The project website served as a major interface and community building platform as well as a repository of all tangible outcomes produced throughout the project. Aside from the project website, consortium partners were also encouraged to use other available web-based dissemination channels such as their own institutional and even personal websites and social media accounts.

- **Traditional dissemination.** The project produced several traditional promotional materials such as brochures and posters. Project proponents were also encouraged to publish and promote project findings through professional journals (academic community) and even mass media (general public). Additionally, several briefing meetings with policy-making stakeholders were also organized to initiate a multiplier effect.

Aside from these activities for the dissemination and communication of project findings, their utilization was facilitated by the following efforts of consortium partners:

- Principal results were made public and available for reuse.
- External stakeholders were involved in major activities (e.g. evaluation

trials) and practical aspects of dissemination (e.g. tutorials as part of dissemination workshops) to ease utilisation and uptake of findings.

Dissemination and utilization are both integrated activities that ideally work hand-in-hand. These activities are cross-cutting and fall into the responsibility of all consortium partners.

Project dissemination activities

From 2016 - 2019, a total of forty-two (42) project-related dissemination activities were had. Out of these, SEA partners conducted and participated in a total of twenty-nine (29) events while EU partners participated in twenty-six (26) project-related events.[1] For the majority of events, findings and insights as well as other activities from the project were shared to different publics including various academic and professional networks. The events were also expected to facilitate professional dialogues and exchange on the project and its main objectives, which could potentially widen the consortium's existing network and contribute to the project's sustainability or perhaps yield future collaborations. Resulting contacts and networks would be used for coordination of activities and designing joint actions (e.g. mirroring European MOOCs in the region, joint development, joint projects).

Three training workshops were also held around the SEA region to facilitate the exchange of knowledge between SEA and EU consortium partners on the development and the implementation of MOOCs. Such workshops often involved other project stakeholders such as its target end-users (i.e. single mothers, rural health workers, fishermen and other members of coastal communities) and even key decision-makers that could affect sustainability strategies and efforts of SEA partners regarding their developed MOOCs. These workshops were held in Malaysia in November 2017,[2] in the Philippines in January 2018,[3] and in Indonesia in February 2018.[4] There were 264 attendees for all three workshops. There were 88 attendees in the Malaysian workshop comprised of 59 academic staff from higher education institutions (HEIs), 17 non-academic staff from HEI, and 12 other non-HEI staff. There were 86 attendees in the Philippines comprised of 15 academic staff from HEI, 11 non-academic staff from HEI, and 60 other non-HEI staff. There were 90 attendees in the Indonesian workshop with 68 academic staff from HEI, 20 non-academic staff from HEI, and 2 other non-HEI staff. Materials used for all three workshops could be found on the project website.[5]

Additional training workshops conducted by UC3M took place in July 2018 in Sarawak, Malaysia with other SEA partners including UP and UNIMAS.[6] UC3M also visited Manado, Indonesia in January 2019 for a similar workshop.[7] Aside from these

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[1] For a full list of dissemination activities please refer to **ANNEX C.**

[2] http://competen-sea.eu/2018/01/16/an-overview-of-the-first-competen-sea-training-workshop-hosted-in-malaysia/

[3] http://competen-sea.eu/2018/02/01/admu-hosts-second-competen-sea-training-workshop-in-the-philippines/

[4] http://competen-sea.eu/2018/04/23/the-third-competen-sea-training-workshop-successfully-hosted-in-indonesia/

[5] Materials for the 2017 Workshop in Malaysia: http://competen-sea.eu/workshop-malaysia/; Materials for the January 2018 Workshop in the Philippines: http://competen-sea.eu/workshop-in-the-philippines-january-2018/; Materials for the February 2018 Workshop in Indonesia: http://competen-sea.eu/workshop-in-indonesia-february-2018/.

[6] http://competen-sea.eu/2018/07/29/field-visit-to-sarawak-malaysia-and-stakeholder-meetings/

[7] http://competen-sea.eu/2019/01/28/uc3m-visited-unsrat-in-manado-indonesia/

workshops, study visits by USAAR to SEA partners including USM, UNIMAS, UB, and UNSRAT were conducted to support SEA partners further in crafting their instructional design.[8] From these study visits a graphical language representing and visualizing pedagogical concepts emerging from co-design sessions was developed and deployed. Such visits were done following the idea that SEA partners themselves possess existing good practices which could be "MOOCified." Overall, it is important to highlight that the project does not build capacity by replacing Southeast Asian pedagogy with European pedagogy. Rather, project partners intentionally and jointly adapt MOOC designs to specific contexts in addition to conveying European knowledge, experience, and expertise.

Papers and posters were submitted and presented at various conferences held both in Europe and Southeast Asia. Poster presentations based on the project were delivered by project partners at the "Learning with MOOCs Conference" in Madrid, Spain in September 2018 in Madrid, Spain; the "Asia-Europe Meeting" in November 2018 in Cologne, Germany; the "18th Biennial European Association for Research on Learning and Instruction (EARLI) Conference" in August 2019 in Aachen, Germany; and the "19th International Conference on Public Health Sciences (ICPHS) and 11th Teikyo-Harvard Symposium" in Bangkok, Thailand.[9]

Paper presentations were also delivered in several conferences including but not limited to the "Learning with MOOCs Conference (LWMOOCs)" in September 2018 and October 2019 in Madrid, Spain and Wisconsin, USA respectively; the "National Conference on Geographical Studies" in November 2018 in Quezon City, Philippines; the OEB Global 2018 in December 2018 in Berlin, Germany; the "IEEE Global Engineering Education Conference (EDUCON)" in April 2019 in Dubai, UAE; the "European MOOCs Stakeholders Summit (EMOOCs)" in May 2019 in Naples, Italy; the "European Conference for Technology-Enhanced Learning (EC-TEL)" in September 2019 in Delft, the Netherlands; and the "Conference on ICT for University (ICT4U)" in November 2019 in Penang, Malaysia.

Panel sessions as well as keynote speeches rooted on findings and insights which stemmed from the project were organized and delivered by project proponents as well. Panel sessions organized by the consortium included the "MOOCs with a purpose in Southeast Asia" session at the OE Global 2018 held in April 2018 in Delft, the Netherlands; and the "Special MOOC Panel on Women's Empowerment through Technology" at the "KANITA International Conference on Gender Studies (KICGS)" held in November 2018 in Penang, Malaysia. Keynotes speeches were also delivered at the "4th Saarbrücker Fremdsprachentagung (4th Saarbrücken Conference on

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[8] http://competen-sea.eu/2018/04/30/saarland-university-study-visit/

[9] Please refer to **ANNEX D** for posters produced by project proponents for poster presentations.

Foreign Language Teaching)" in November 2017 in Saarbrücken, Germany; the "11th Pan-Hellenic & International Conference ICT in Education" in October 2018 in Thessaloniki, Greece; the "Hambacher Gespräche (Hambacher Talks)" in May 2019 in Hambach, Germany; and during the final conference of the project during NCODeL in November 2019.

Project partners also organized a stakeholder consultation ("Driving Refugee Empowerment through Digital Inclusion in Southeast Asia") in August 2019 in Penang, Malaysia.[10] The event included academics, government agencies such as the Malaysian Communications and Multimedia Commission (MCMC), domestic and international NGOs such as the United Nations High Commissioner for Refugees (UNHCR), TECH Outreach, and most importantly, representatives from the refugee communities such as the Coalition of Rohingya Organisations in Malaysia. Additionally, two dissemination forums – "Digital Caring: MOOCs and the Future of Rural Health Delivery"[11] and "Pushing the Boundaries of eHealth Utilization"[12] – were held in May and July 2019 respectively in Quezon City, Philippines. Both forums targeted academic and non-academic HEI staff as well as other stakeholders including representatives from national government agencies and other concerned institutions.

The final project dissemination event was conducted through the "National Conference on Open and Distance eLearning (NCODeL)" that was held last 26-28 November 2019 in Baguio City, Philippines. This was a deviation from the initial plans stated in the previous report. Instead of developing and organizing a conference from scratch, it was decided that the project tap the University of the Philippines - Open University (UP-OU) and co-sponsor NCODeL.

NCODeL is an existing forum on open and distance eLearning (ODeL) in the Philippines. It was first held in 1998 with the objective of sharing with HEIs and other institutions experiences in instruction and research in distance education as well as promoting it as a mechanism for inclusive education[13] – an objective which the project shared. As such, it was decided that the project would draw upon the existing network of NCODeL and hold its final dissemination activity through the conference. Despite it being a national conference by name, the event attracts participants from several SEA countries.

The consortium through its Philippine component, UP and AdMU, met with UP-OU to discuss the collaboration.[14] The resulting partnership from the talks with UP-OU for NCODeL 2019 was unexpected but overwhelmingly positive. The project's participation in the event was the highest level of dissemination especially for distance learning

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[10] http://competen-sea.eu/2019/08/27/competensea-dissemination-event-in-penang-malaysia/

[11] http://competen-sea.eu/2019/05/06/digital-caring-moocs-and-the-future-of-rural-healthcare-delivery/

[12] http://competen-sea.eu/2019/07/08/philippine-competen-sea-team-participating-in-an-ehealth-dissemination-forum/

[13] http://ncodel.org/?page_id=92

[14] https://www.facebook.com/UPOpenUniversity/posts/1610733388981089?__tn__=-R

networks in the Philippines. Its usual participants consisting of administrators, teachers, scholars, practitioners and policymakers also comprised the audiences which the project aimed to reach.[15] In the previous report, the target number for attendance was over 100 people. A total of 292 people attended the conference. Introduction to the NCODeL network also introduced the team to a wider network in the region (i.e. ICODeL or the International Conference on Distance eLearning). The secretariat for both conferences is the same.

Figure 01: Participants of the COMPETEN-SEA project at NCODeL 2019 in Baguio City, Philippines in 28 November 2019.[16]

There were several COMPETEN-SEA presentations throughout the event. Two keynote speeches were delivered in the plenary sessions.[17] A special two-hour session ("MOOCs for Non-academics in Southeast Asia") was specifically dedicated for the COMPETEN-SEA project. This session was exclusively comprised of COMPETEN-SEA paper presentations and was ultimately used by the consortium to disseminate project findings and insights. Other presentations, five in total, relating to or directly derived from the project were also delivered by project partners in other parallel sessions.[18] As co-sponsor, the project was also given a booth in which posters and other relevant materials including posters produced for the project were displayed and distributed to conference attendees.

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[15] http://ncodel.org/?page_id=92

[16] Photo available in the NCODeL website at https://photos.google.com/share/AF1QipOprme7_P-wwhYbUSvYum653LiDl-x0_cckR_mMXiEsogSe-3mjLK3tehO1LdD_Sw?key=Q1VNaHqtaXA3TVVJdlV6LVhqUXIQb3psTUFOeGhR. Additional content from NCODeL (including the COMPETEN-SEA session and key speeches of project proponents) are also available in their Facebook page at https://www.facebook.com/ncodel/.

[17] Dr. Carlos Delgado Kloos (UC3M) spoke in the "Technologies for Enhancing Equity and Quality in Technology-Enhanced Learning" session while Dr. Narayanan Kulathu Ramaiyer (UNIMAS) spoke in the "Access, Inclusivity, and Equity in Technology-Enhanced Learning" session.

[18] These presentations included "Tambayayong: MOOCs and OERs Complementation in Rural Philippines," "Turning MOOCs into a Platform for Social Innovation," "Capacitating Female Rural Health Workers of the Philippines through MOOCs: The Case of Pangasinan Province," "eLearning for Rural Health Workers in the Philippines: MOOCs as Technology Bridges for Capacity Development," and "Decolonising Alice: Investigating Culture-specific Site-situatedness in Creating MOOC Animation for Rural Health Care Delivery." http://ncodel.org/?page_id=136

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Networking and community-building activities

Aside from raising awareness on the project, other activities taken up by the consortium and its partners involve community and network building to ensure that project results and outcomes are taken up by external stakeholders and decision-makers in both national and local levels. As such, meetings with potential stakeholders were conducted in attempts to ensure and explore sustainability options for project outcomes. SEA partners have since met and maintained contact with representatives from government, non-government, and even private institutions. Ultimately, SEA partners identified and lodged their respective MOOCs in specific institutions that cater to the corresponding sectoral groups that they wish to engage.

Such meetings were geared towards identifying and preparing sustainability strategies for the developed MOOCs once the project ends. Resulting strategies have been focused on (1) securing institutional support for the offering of MOOCs in each SEA partner's respective countries; (2) ensuring the continued offering of developed MOOCs; (3) and exploring and/or anticipating prospective initiatives and projects.

Two stakeholder meetings were organized by the Malaysian component (USM & UNIMAS) on 9 November 2017 in Putrajaya, Malaysia. The Malaysian partners along with other project proponents met with representatives of the Malaysia Ministry of Women, Family and Community Development (MWFCD) and the Malaysian Communications And Multimedia Commission (MCMC).[19] The meetings were conducted to promote MOOCs to the various state associations under AIM. As a result, roadshows were conducted in several states, with more to follow in 2020.

To address the needs of the urban single mothers, various events were held by USM for single mother associations in West Malaysia to assist single mothers to register and participate in the MOOC. Furthermore, as part of the ongoing efforts to engage with stakeholders, USM has been working with Amanah Ikthiar Malaysia (AIM), a private trust involved in addressing poverty among low income communities in Malaysia. Various roadshows have been conducted at the respective AIM branch meeting to promote and recruit single mothers to join the MOOC since December 2019. These roadshows will continue throughout 2020 targeting single mother communities in different states.

UNIMAS focus is in East Malaysia, which consists mainly of rural indigenous communities. UNIMAS is also working with the Pusat Internet (PI) and the community in Long Lamai on further work for the community-led MOOCs. Feedback from 10 participants at the PI

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[19] Meeting with the MWFCD: http://competen-sea.eu/2018/01/16/stakeholders-meeting-with-the-ministry-of-women-family-and-community-development-malaysia/. Meeting with the MCMC: http://competen-sea.eu/2018/01/16/stakeholders-meeting-with-malaysian-communications-and-multimedia-commission-mcmc/.

in Kota Samarahan have indicated that they found the existing content to be useful for them to create MOOCs on their own, however they were keener on content that could be used for their livelihood. Two labs are being set up in UNIMAS, which are the Community MOOC studio and the UNIMAS-Community Knowledge Gateway to facilitate the recording and documentation of content for the community-led MOOCs.

Figure 02: Community MOOC Studio at UNIMAS

The Philippine component (AdMU & UP) obtained institutional support both from the national and the local level. In January 2018, they entered a Memorandum of Agreement (MOA) with the Department of Health Academy (DOH Academy), a unit under the Philippine Department of Health (DOH) responsible for its eLearning platform, and a Memorandum of Understanding (MOU) with the Province of Pangasinan a few months after.[20] Both the DoH and the local government of Pangasinan issued separate memos providing information on the COMPETEN-SEA MOOCs and encouraging the promotion and participation in the said courses.[21]

At present, the Philippine team is negotiating an addendum to the MOA with DOH Academy to ensure the continued offering of MOOCs at https://learn.doh.gov.ph/ (where all three MOOCs developed by the team are currently hosted) beyond the project timeline. The addendum also involves a section on the continued collaboration of parties in the development of MOOCs and other distance learning courses. Moreover, the team's application for continuing professional development (CPD) accreditation from the Philippine Professional Regulation Commission (PRC) was also recently granted in February 2020. As a result, COMEPTEN SEA MOOCs could then automatically provide corresponding CPD units for learners who have completed and passed the courses.

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[20] See **ANNEX E** for both the MOU between Philippine partners and the Province of Pangasinan and the MOA between AdMU-IPC and the DOH Academy.

[21] See **ANNEX E** for the memorandums issued by the Philippine Department of Health and the local government of Pangasinan concerning the project MOOCs.

The Philippine team was also in touch with other local universities in the province of Pangasinan to discuss potential future collaborations. At present, academic institutions in the Philippines including Ateneo de Manila University, University of the Philippines, and Bicol University have used and will use the developed MOOCs as eLearning materials for selected health courses.[22] The team has also established contact with the University of the Philippines - Open University (UP-OU) after meeting with them for the project's final dissemination activity in Baguio City, Philippines last 26-28 November 2019.

The Indonesian team will continue to offer the courses and is looking into developing more courses. With the organizational structures and the recording facilities now established at UNSRAT and UB, productions of additional courses have been made possible. The cooperation that has been established with IDREN, the Indonesia Research and Education Network, in the form of a MOOC repository on the IDREN's server (pintar.idren.id) will be continued.

In order to further promote the courses and to inform others about the possibilities of MOOCs, the Indonesian partners have established cooperations with the CMC (Clungup Mangrove Conservation) and POKMASWAS in East Java as well as with POLNUSTAR Sangihe (a local university in the island region) and local church and youth organisations.

Figure 03: Raspberry Pi 3 with Moodlebox (left) and APTUS Classroom Without Walls (right)

Overall, the Indonesian project partners are now able to bring educational solutions to the local society's problems. Reaching the remote areas that are usually without adequate access to ICT was a big success. This was achieved by making use of a portable platform to take MOOCs to low connectivity areas. The use of the Portable Platform is an outcome

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[22] An elective course on national health policies (produced from a separate AdMU-IPC project) will include the developed MOOCs in its syllabus as they cover fundamental aspects of the Philippine health system. The elective course will be offered in AdMU in the 1st Semestre of A.Y. 2020-2021.

of the project specifically built in Indonesia. The project partners have evolved the MOOC usage in remote areas from the Raspberry 3 with Moodlebox, to the APTUS Classroom Without Walls[23], to the Raspberry 4 with Open edX (see Figure 03). The Indonesian partners will continue to use and also explore further development of the Competen-SEA in a box principle, i.e. bringing portable MOOC platforms to remote areas that before were deemed blank spot areas.

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[23] The APTUS device was provided by the Commonwealth of Learning.

ANNEX A – promotional materials

Promotional Material 1
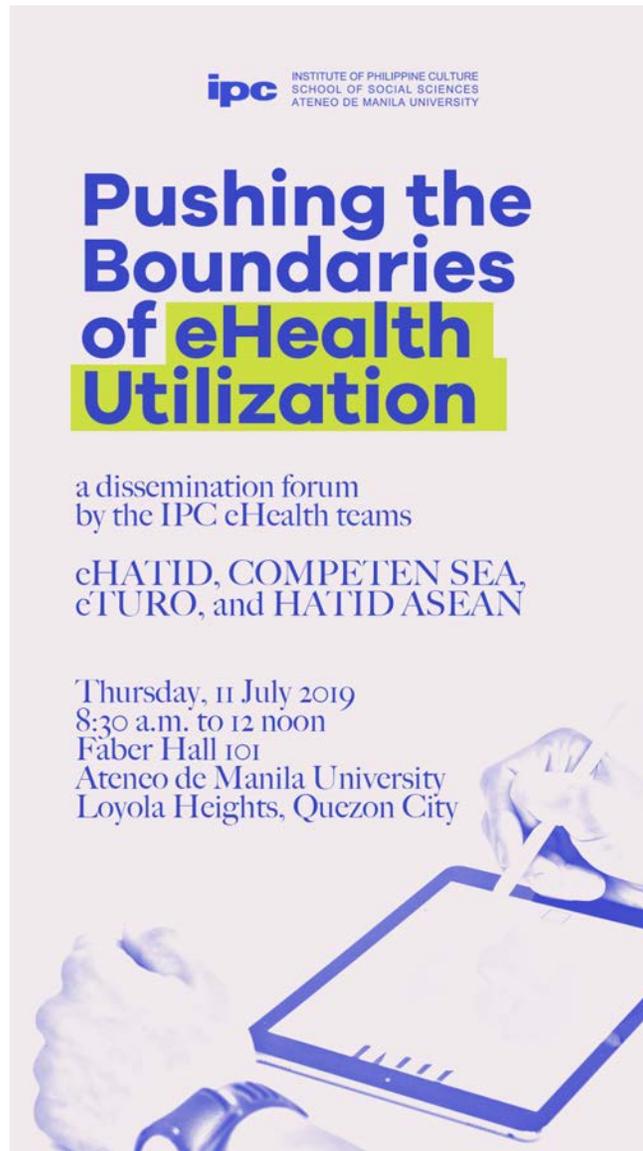
*Poster for the AdMU dissemination forum held last 11 July 2019 at the university campus.
A total of 39 people from the university staff as well as representatives of national
government agencies were present for the event.*

*Poster for the UP dissemination forum held last 11 July 2019
at the university campus. A total of 38 people attended the event.*

ANNEX B – list of publications

1. [Moreno-Marcos, P. M., Alario-Hoyos, C., Muñoz-Merino, P. J., Delgado Kloos, C., Prediction in MOOCs: A review and future research directions,IEEE Transactions on Learning Technologies, 12(3):384-401, July-September 2019](#)

2. [Alario-Hoyos, C., Estévez-Ayres, I., Delgado Kloos, C., Muñoz-Merino, P. J., Llorente-Pérez, E., Villena-Román, J., Redesigning a Freshman Engineering Course to Promote Active Learning by Flipping the Classroom through the Reuse of MOOCs,International Journal of Engineering Education, 35(1B):385-396, January 2019.](#)

3. [Alonso-Mencía, M. E., Alario-Hoyos, C., Maldonado-Mahauad, J., Estévez-Ayres, I., Pérez-Sanagustín, M., Delgado Kloos, C., Self-regulated learning in MOOCs: Lessons learned from a literature review,Educational Review, March 2019.](#)

4. Delgado Kloos, C., Alario-Hoyos, C., Pérez-Sanagustín, M., Muñoz-Merino, P. J., Taxonomy of MOOC-Based Hybrid Educational Models in Higher Education, Proceedings of the Learning with MOOCs 2019, LWMOOCs VI, Milwaukee, WI, USA, October 2019.

5. [Alonso-Mencía, M. E., Alario-Hoyos, C., Delgado Kloos, C., Chrome plug-in to support SRL in MOOCs, Proceedings of the European MOOCs Stakeholders Summit, EMOOCs 2019, 3-12, Naples, Italy, May 2019.](#)

6. [Delgado-Kloos, C., Alario-Hoyos, C., Muñoz-Merino, P. J., Ibáñez-Espiga, M. B., Estévez-Ayres, I., Crespo-García, R. M., What Can You Do with Educational Technology that is Getting More Human? Proceedings of the IEEE Global Engineering Education Conference, EDUCON 2019, 1480-1487, Dubai, UAE, April 2019. Best paper award.](#)

7. [Delgado Kloos, C., Muñoz-Merino, P. J., Alario-Hoyos, C., Estévez-Ayres, I., Ibáñez-Espiga, M. B., Crespo-García, R. M., The Hybridization Factor of Technology in Education, Proceedings of the IEEE Global Engineering Education Conference, EDUCON 2018, 1883-1889, Santa Cruz de Tenerife, Spain, April 2018.](#)

8. [Alario-Hoyos, C., Estévez-Ayres, I., Delgado Kloos, C., Villena-Román, J., From MOOCs to SPOCs... and from SPOCs to flipped classroom, Proceedings of the Twelfth European Conference on Technology Enhanced Learning, EC-TEL 2017, Springer, LNCS 10474, 347-354, Tallinn, Estonia, September 2017.](#)

9. [Weinberger, A., & Kolling, A. (2018). The orchestration of technology-enhanced learning arrangements. In T. Tinnefeld (Ed.), Challenges of Modern Foreign Language Teaching - Reflections and Analyses. (pp. 25-39). Saarbrücken: htw saar.](#)

10. Weinberger, A., Sy, P., Bala, P., Basuki, A., Ramaiyer, N., & Sambul, A. (2018). Addressing societal needs through MOOCs in Southeast Asia. Paper presented at the Learning with MOOCS 2018, Madrid, Spain.

11. Breaking Ground for HATID ASEAN: Proceedings of Regional Technical Meetings on eHealth Technologies for Local Government Units (Thailand, Indonesia, and Philippines) Produced by Institute of Philippine Culture, School of Social Sciences, Ateneo de Manila University, Loyola Heights, Quezon City. 2017.

12. Regional eHealth collaboration : possibilities for an initial eHealth governance framework : proceedings of the conference "Learning Interaction on eHealth Technologies in ASEAN" held on the occasion of the 50th anniversary of the ASEAN and the Philippine Chairmanship of the ASEAN, Sofitel Philippines Plaza, Manila, Philippines, 7-8 December 2017. Quezon City : Institute of Philippine Culture, Ateneo de Manila University, 2019.

13. "Co-creating Massive Open Online Courses with the Province of Pangasinan,Philippines: The COMPETEN-SEA experience in capacitating rural health workers in local health systems." Book of Abstracts for the 19th International Conference of Public Health Sciences, Chulalongkorn University, Bangkok, Thailand, 2 October 2019.

14. Kulathuramaiyer, N., Pariyar, A., Bala, P., Meenatchisundaram, J.L., Chuah, K.M., Preserving Cultural Knowledge Through Community-Led MOOCs, IPSI: 28-37, January 2020.

15. Pariyar, A., Kulathuramaiyer, N., Abdullah, J., Chuah, K.M., Contextualizing Learning for Rural Community using Library-in-a-Box: Experience from Penan Community, International Journal of Innovative Technology and Exploring Engineering, 8(8):2499-2506, June 2019.

ANNEX C – list of dissemination activities

Date	Dissemination Activity	Location
24-25 Oct 2016	Consortium Meeting	Madrid, Spain
2017		
6-8 February	Consortium Meeting	Bali, Indonesia
19 May	Consortium Meeting	Madrid, Spain
22-26 May	Panel session at the European MOOCs Stakeholders Summit (EMOOCs)2017	Madrid, Spain
Dissemination Events after Submission of Previous WP5 Report		
12-14 October	AI3 & SOI-Asia Fall Meeting 2017	Jakarta, Indonesia
2 November	Keynote speech at the 4th Saarbrücker Fremdsprachentagung (4th Saarbrücken Conference on Foreign Language Teaching)	Saarbrücken, Germany
6-8 November	MOOC Development Training Workshop	Penang, Malaysia
9 November	Stakeholder meeting with Malaysian Communications And Multimedia Commission (MCMC) and Ministry of Women, Family, and Community Development (MWFCD)	Putrajaya, Malaysia
2018		
9 January	Consortium Meeting	Manila, Philippines
10 -12 January	MOOC Development Training Workshop	Manila, Philippines
12 - 14 February	MOOC Development Training Workshop	Malang, Indonesia
26 March - 10 April	Site visits, stakeholder meetings, and design sessions meeting	Penang, Kuching, and Bario, Malaysia; Malang and Manado, Indonesia
23 April	Consortium Meeting	Delft, Netherlands
24 April	Panel session at the OE Global 2018	Delft, Netherlands
25-27 May	Stakeholder meeting	Miri, Malaysia
22-24 May	AI3 & SOI ASIA Meeting	Manila, Philippines
13-18 June	Site visit and stakeholder meeting	Bario & Miri, Malaysia
13 July	Competen-SEA project in the panel on quality and innovation	Aveiro, Portugal

20-27 July	MOOC Development Training Workshop	Bario & Kuching, Malaysia
27 July	MOOC Development Training Workshop	Kuching, Malaysia
29 August	SOI Asia Meeting and COMPETEN-SEA eLearning Seminar	online
26 September	Paper and poster presentation at the Learning with MOOCs 2018	Madrid, Spain
10 October	Keynote speech at the 11th Pan-Hellenic & International Conference ICT in Education	Thessaloniki, Greece
22-28 October	Site visit	Ba'kelalan, Malaysia
13 November	Presentation at the National Conference on Geographical Studies	Quezon City, Philippines
21 November	Poster presentation at the Asia-Europe Meeting (ASEM) 2018	Cologne, Germany
27-28 November	Panel session at the KANITA International Conference on Gender Studies (KICGS) 2018	Penang, Malaysia
5-7 December	Presentation at the OEB Global 2018	Berlin, Germany
7 December	Site visit	Ba'kelalan, Malaysia
2019		
21-25 January	MOOC Development Training Workshop	Manado, Indonesia
4 - 8 March 2	Participation at the Learning Analytics & Knowledge Conference (LAK 2019)	Arizona, USA
09-11 April	Presentation at the IEEE Global Engineering Education Conference (EDUCON)	Dubai, UAE
8 May	Organised dissemination forum ("Digital Caring: MOOCs and the Future of Rural Health Delivery")	Quezon City, Philippines
20 May	Presentation at User Centred Social Media (UCSM) Research Training Group	Duisburg, Germany
20-22 May	Presentation at the European MOOCs Stakeholders Summit (EMOOCs) 2019	Naples, Italy
21 May	Keynote speech at the Hambacher Gespräche (Hambacher Talks)	Hambach, Germany
11 July	Organised dissemination forum ("Pushing the Boundaries of eHealth Utilization")	Quezon City, Philippines

10-13 July 2	MOOC Development Training Workshop (with single mothers and community champion)	Bario, Miri, and Ba'kelalan, Malaysia
13 August	Presentation at the 18th Biennial European Association for Research on Learning and Instruction (EARLI) Conference	Aachen, Germany
20-21 August	Organised stakeholder consultation ("Driving Refugee Empowerment Through Digital Inclusion in South-East Asia")	Penang, Malaysia
16-19 September	Presentation in the European Conference for Technology-Enhanced Learning (EC-TEL) 2019	Delft, Netherlands
2 October	Poster presentation at the 19th International Conference on Public Health Sciences (ICPHS) and 11th Teikyo-Harvard Symposium"	Bangkok, Thailand
23-25 October	Presentation at the Learning with MOOCs 2019	Wisconsin, USA
5-6 November	Presentation at the Conference on ICT for University (ICT4U)	Penang, Malaysia
25-28 November	Keynote speeches, panel session, and presentations at the 6th National Conference on Open and Distance eLearning (NCODeL 2019)	Baguio City, Philippines
29 November	Consortium Meeting	Baguio City, Philippines

ANNEX D – poster presentations

Posters for Poster Presentations 1

ANNEX E – list of bilateral agreements and issued memorandums

List of Bilateral Agreements and Issued Memorandums

Involved Project Partner	Involved External Parties	Agreement or Document	Date
UNIMAS	Rurum Kelabit Sarawak (RKS)	Memorandum of Understanding	31 Dec 2018
UNIMAS	Persatuan Masyarakat Adat Dataran Tinggi Sarawak (FORMADAT)	Memorandum of Understanding	19 Nov 2015
AdMU-IPC	Department of Health Academy (DOH Academy) of the Department of Health's Health HUman Resource Development Bureau (DOH-HHRDB)	Memorandum of Agreement	19 Jan 2018
AdMU-IPC and UPD	Local Government Unit of Pangasinan	Memorandum of Understanding	4 May 2018
AdMU-IPC	Provincial Health Office (PHO) of the Province of Pangasinan	PHO Memorandum No. 18-06-479	20 Jun 2018
AdMU-IPC	Department of Health	Department Memorandum No. 2019-0143	21 March 2019