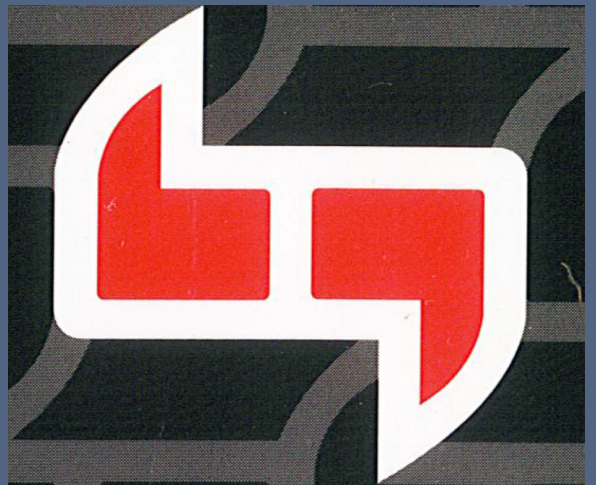


LEGACY PROJECT:

Hello China!

MOOCS, VOOCS, & M-Learning: A Pioneering Project?



This project was researched and written in 2016

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INTRODUCTION

Hello China was a company founded in the United Kingdom on the 6th of October 2000.ⁱ This company aimed to break into China's then youthful education market. This was to be done with the production of two educational programs called Hello English! These programs were aiming to increase the English speaking capabilities of their students, and to also expose them to the kind of colloquial English that would not have been taught to them before, yet would be essential in conducting business in English. The programs were to be broadcast weekly on the Chinese National Radio. One of these programs would be aimed at the already educated Chinese people, those with university degrees; whilst the other would be aimed at the youth of China. Both programs had the purpose of teaching and enhancing the English speaking capabilities of the Chinese people, with a secondary purpose of building up a database of educated English speaking Chinese people who would then once proficient enough in the language, be able to be connected with varying businesses and find employment.ⁱⁱ The broadcasts both aired for the first time in 2002.

The Hello English program was accompanied with different ways for the participants to enhance their language skills; there was an accompanying website which the listeners were encouraged to make use of, as it contained further educational material, further information, and further opportunities to increase their English speaking capabilities.

Another central feature touted by Hello China was their decision to utilise China's massive number of mobile phone users to provide what was arguably the first system of Mobile Learning in China. Hello China implemented a system of M-learning in tandem with their radio broadcasts, this would enable listeners to answer further questions about English language comprehension and broaden their education.ⁱⁱⁱ

These programs run by Hello China were competing with some of the biggest names in Chinese radio when they were airing, an incredible standalone feat, yet when looking at the sheer number of listeners this broadcast took in (4 million per broadcast) we can see that Hello English was a resounding success.^{iv}

This author believes that the success of Hello English was due to the innovation of the Hello China company in their methods of approaching English Language education in China. This Legacy Project aims to:

- Demonstrate how the terms MOOC, VOOC, and M-Learn are retrospectively applicable to the Hello English broadcasts.
- Examine the paucity of a private company in China, offering a MOOC style education.
- Assess how pioneering Hello China/Hello English were with their alternative pedagogy of English Language education and their uses of technology in this pedagogy.
- Make an assessment of the legacy of Hello English

Hello English's methods of educating massive amounts of people, in an open, [semi] online course is similar to that of the modern MOOC yet was attempted by this company many years before MOOC's became commonplace; it was amongst the first wave of the MOOC style of education accompanied in this wave only by universities and state funded entities.

As an extension of this innovation, the business element of the Hello English program transformed this education from one of general usage to a vocational style of education. There was an active pursuit of enabling mass employment led by Hello China through their Hello English program. This form of MOOC style education with a focus on vocation is a characteristic of the current second wave of MOOC's, the newly named VOOC with a focus on

vocational education yet was done by Hello China/Hello English over a decade beforehand.^v Through this innovation Hello English will be shown to have earned the title of the first VOOC in China.

A further step on the path of innovation that Hello China forged with their Hello English program was their use of M-learning to enhance their educational reach, they will be shown to have been the first company to bring m-learning into China at a time where the only real bodes who were attempting to utilise M-learning on any form of scale were university bodies.^{vi} Even while the Chinese government was focusing on distance style education as part of it official education policy; it had not addressed m-learning, and Hello English had.^{vii}

While there were forms of distance and online education in China at this time before the Hello English program, namely the BBC World program^{viii}, and the BBC and British Council collaboration with *in2english* an English learning website.^{ix} As the British Council and the BBC are both backed by the U.K. Government, we can see that Hello English was the first solely privately run Western company to run a MOOC style education in China.

Finally, this project will also demonstrate how hello English was the first MOOC style education to also target those without a university education, as Hello English while targeted like a traditional MOOC toward university educated people, also was targeted toward the Youth of China in an attempt to improve their language skills too.

The fact that this company was amongst the universities and state entities that first attempted to start MOOC'S anywhere in the world, something that is only really happening now as the MOOC's and M-learning leaves the 'trough of disillusionment' shows real innovation on the part of the company and those who worked in it.^x This project will demonstrate that while there were elements of the Hello English program that were not 'firsts in the world', there were also others that were firsts in either the world or in China.

Hello China and Hello English should be very pleased with their work, they showed real innovation with many 'firsts' within China, a fantastically large country, and the fact that the Hello China company was consistently amongst the first wave of far better funded bodies pioneering new education methods, demonstrates the real vision that the company and those who worked at it possessed.

ABBREVIATIONS & DEFINITIONS

It is necessary for us to define and analyse MOOC's, VOOC's, and M-Learning to ensure the reader can fully comprehend the later assessments of Hello English.

MOOC:

Massive Open Online Course

The term MOOC is a relatively recent nomenclature with The Economist christening 2012 as the “Year of the MOOC”.^{xi} The term itself was coined in 2008 and has been defined and redefined by a variety of academics and other MOOC interested parties. The simplest and easiest to understand definition of a MOOC is by the World Bank, who stated that:

“Massive Open Online Courses (MOOCs) refer to any online learning or use of education technologies”^{xii}

However, we must add some qualifications to this definition, to distinguish it from distance learning, MOOC's are Massive; while distance learning can be capped by the number of participants, MOOC's have the potential to have millions of students. Furthermore, MOOC's are always free to access, hence the 'Open' part of their name.^{xiii} The free aspect of a MOOC is essential, as otherwise, it becomes very similar to distance learning. MOOC's also must be 'Online' so they are accessible to the large numbers of potential students, as opposed to distance learning which does not have an Online requirement. Finally, a MOOC must be a Course, in that it has a start and end date, this is what distinguishes it from online educational things like YouTube tutorials.

Distance learning has been around for over a century now and is similar to MOOCs in some elements, yet centrally differ from MOOC's in the requirement of a fee, the limited course numbers, and the granting of an actual qualification upon completion. It is beneficial to think of MOOC's as more of a progression away from old style distance learning to a 'distance learning 2.0'.

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	Distance Learning	MOOC
Cost	There is always a cost involved	Always Free
Credential	College Credit, or Degree	None, but potential for Vocational Skill and employment
Completion Rate	High	Low
Course Size	20 – 200 students	1000 – 100,000 – 1,000,000+
Provider	Universities	Private Companies, Universities, State Entities
Personal Interaction with an Instructor	Yes	No
Interaction with other students	Yes	Rarely unless under own initiative
Grade	A-F / 1 st class - Pass	Potential for certificate but no required grade
Course Duration	Terms/Semesters/Quarters	Variable – but has a start and end date

While it can be argued that it would be difficult to apply the term MOOC retrospectively to a company that existed and operated before the term existed, it will be demonstrated in this project how the title is fitting of Hello English.

VOOC

Vocational Open Online Course

VOOC's are a variant on the MOOC style of education. MOOC's in the mainstream [that is to say the term MOOC has been used to describe this form of education] have been around since 2008, while VOOC's in the mainstream are an even more recent advent in education, really only starting to emerge into common usage to refer to this style of education in 2014.^{xv};

VOOC's are centrally different from MOOC's in that they provide a vocational form of education, their central aim is to provide functional knowledge that people can learn from and then apply to real scenarios, potentially extrapolating these skills they learn from the VOOC into a real world employment scenario. VOOC's, unlike some MOOCs, don't want to teach you something for the sake of knowledge [which is still in itself an admirable pursuit]. VOOC's want to impart skills to you, they want to increase your employability and find ways for you to enter the world of work. Unlike MOOC's it is not an esoteric, abstract academic experience but a practical course designed to get you going into work.^{xvi}

Yet while VOOCs are in some ways different from MOOCs in that they address different audiences, and need different, more vocational pedagogies. In many ways they are the same, offering a fast, cheap, easy to use, exciting, scalable, low-cost solution to vocational learning.^{xvii}

	VOOC ^{xviii}	MOOC
Cost	Always Free	Always Free
Credential	None, but high potential for Vocational Skill and employment due to the skills taught on the course that can be used in real world business/work scenarios	None, but potential for Vocational Skill and employment
Completion Rate	Unknown as of yet requires more years of availability.	Low
Course Size	1000 – 100,000 – 1,000,000+	1000 – 100,000 – 1,000,000+
Provider	Private Companies, Universities, State Entities, Technology Companies	Private Companies, Universities, State Entities
Personal Interaction with an Instructor	No	No
Interaction with other students	Rarely unless under own initiative	Rarely unless under own initiative
Grade	A-F / 1 st class - Pass	Potential for certificate but no required grade
Course Duration	Variable – but has a start and end date	Variable- but has a start and end date

The modern VOOC was created due to the low success rate of the modern MOOC and the high dropout rate from these MOOC courses that were being offered. In some cases, only 2% of students of MOOC's were actually completing the course, which demonstrated a need for a different style of education that would be more beneficial to the people taking these courses.^{xix}

The founder of *Udacity*, Sebastien Thrun, who was heading up one of the first and biggest MOOC companies in the world, decided that in late 2013 the MOOC system was failing. He came to this realisation due to the consistently high dropout rates and the lack of useful education to have come from many of the MOOC courses he and other

companies offered. They decided that MOOC's were "a lousy product" and that they would refocus on vocational, VOOC education

This project will show how the Hello English Broadcast will have met the criteria for a MOOC [as VOOCs have to do] yet can also be seen to be a VOOC, due to the vocational element of their product.

M – Learn / M – Learning

Mobile Learning

Mobile Learning is perhaps one of the most difficult features of this project to define, as it has changed so many times in its short lifespan. M-learning only really became a generally recognised term in 2005, when 3G data and higher capacity smartphones were just starting to edge into the market. However, M-Learning had existed for a few years prior to this public boost and had been researched and tested in many universities around the globe. This has enabled us to gain an academic definition of M-Learning at the time of which Hello China was utilising their own version of Mobile learning for the Hello English project. This is a far more pertinent definition given the rate at which technology progresses, as it would be an exercise in futility to attempt to apply a modern M-Learning definition to the Hello English project in 2002.

O'Malley et al. Defined M-learning as, "Any sort of learning that happens when the learner is not at a fixed, predetermined location, or learning that happens when the learner takes advantage of learning opportunities offered by mobile technologies." ^{xx}

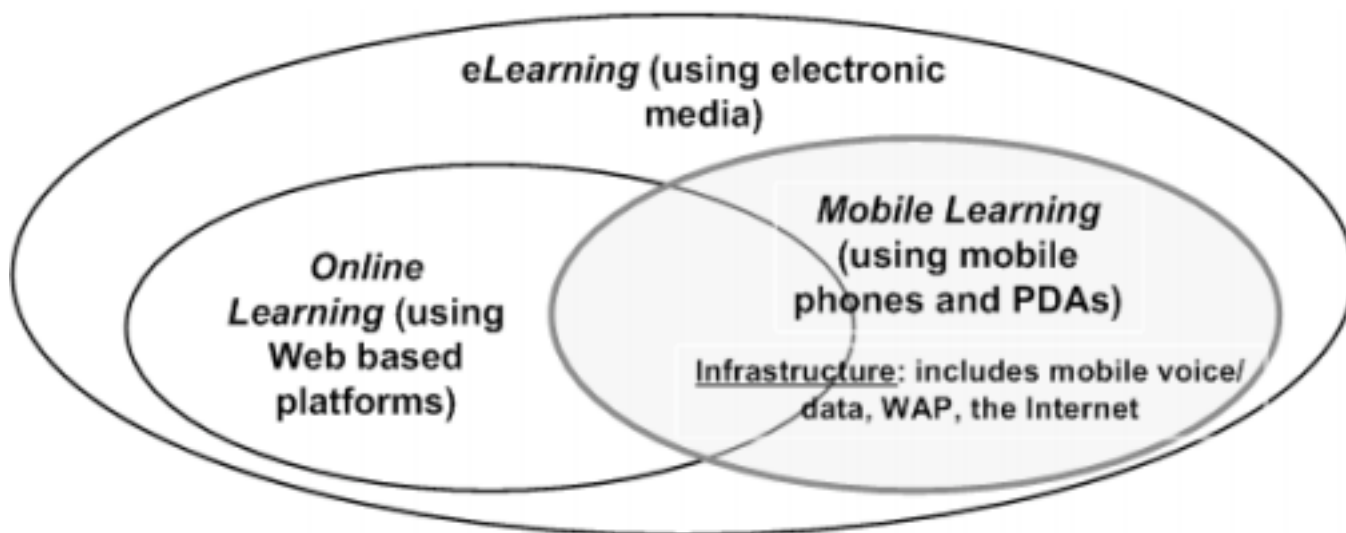
However, while this definition appears to be very clear it is something that must not be confused with E-Learning, E-Learning was a component of distance learning and is something that had existed for a great while before M-Learning was invented. M-Learning is centrally about being able to learn on the go, from anywhere via a Mobile device.

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<u>E-Learning</u>	<u>M-Learning</u>
<i>Lecture in a physical location</i>	<i>Learning anywhere</i>
<i>e-mail to e-mail</i>	<i>Instantaneous messaging / SMS</i>
<i>Private Location</i>	<i>No Boundaries</i>

However, it is also worth noting that there is a secondary definition of E-learning which is one of using electronic media in any form of education. In this case, M-Learning becomes a subsection of E-Learning. So while there are varying definitions of E-Learning, it must be noted that throughout this project, M-Learning will be shown to have the same definition continually.

M-Learning always requires the use of Mobile Devices which enables education from any location, rather than being consigned to a physically located computer.



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The Hello English project used a primitive form of M-Learning as at the point of this project (2002), the M-learn technology was still in its infancy and SMS was the current big thing in Mobile Technology. What Hello English used was SMS learning which as we can see is a component of mobile learning.

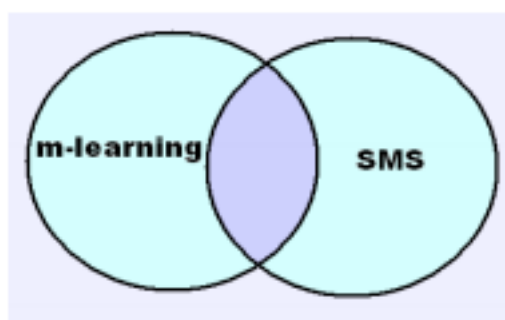


Fig. 1. SMS a part of m-learning (adapted from Lominé & Buckingham [1])

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The central thing to know about M-Learning is that

- It is (by and large) not about putting a course on a phone, even a boiled-down one. That's not what we mean 95% of the time. It's about a learning adjunct, or a performance support tool.^{xxiv}

This is what Hello English provided, and this project will show how the Hello English assisting technologies will have met the criteria for an M-Learn.

With these definitions in mind, we can now continue onto the purpose of this project which is analyzing the pedagogy of Hello English for their innovation.

Hello China was the name of the company that founded the Hello English program in China in 2002, its first broadcast was in February of that year. This program consisted of two radio broadcasts under the name of Hello English. They were English language educational broadcasts in China, which were done once a week. One was targeting the university educated in China, it wanted to reach those who had higher education skills that would be very useful in a business and equip them with the English language skills to thrive in the work place. Whilst the other broadcast was targeting the K-12 children of China, those around the age of 12-13 in an attempt to further [or potentially introduce them to] their English language skills in the hope that when they grew up they would also be strong English language speakers enabling them to enter the business world. These radio broadcasts were accompanied with a website and mobile-learning platform which would enable the students to further their own education of the English language in their own time, from wherever they were ensuring that they were not constrained by location [as much of Chinas education system is]. Alongside the programs was the creation of a database of the participants of the course, which was to be business centered. This enabled the vocational element of these courses as once the 'student' was at a competent level of English speaking, they would be able to be contacted by national or international businesses who were looking to employ people of their skill set, as they were no longer limited by their lack of linguistic ability.

China at the time of the first Hello English broadcast saw that distance education was the solution to their need to educate such a large number of people.^{xxv} At the 16th National Congress of the Chinese Communist Party in November 2002, President Jiang stressed the strategic importance of distance education in his report to the congress. This is one of the potential reasons behind the success that Hello English achieved. China for many years had the Dianda system which was a combined radio/tv system of distance higher education learning capable of enrolling over 100,000 people at a time. However, while the Dianda system may have made China more open to radio education and laid some groundwork for the Hello English success, it never reached the successful 4 million participant mark that Hello English reached.^{xxvi} Yet the existence of the Dianda system would have made radio a viable education point for Chinese people, and therefore Hello English was able to thrive as radio education was not a new concept. These Hello English broadcasts were incredibly successful with a reach of over 4 million participants, with thousands more utilisnig the websites and mobile learning. This success of Hello English is potentially partially due to the fact that at this point China had a much larger radio than internet access amongst its population, as well as the acceptance of radio education.^{xxvii} Yet Hello China reached 4 million participants, a significantly massive number of potential English language students. This is arguably due to the fact that it was effectively a MOOC, rather than the old system of distance learning. This MOOC status and success can be seen to be due to the fact that Hello China coupled the broadcasts with the innovative idea of a website and mobile learning platform.

Hello English was effectively what the Chinese government had seen in 2002 was needed to reach out and educate masses of their population, and Hello China had brought it into China for the first time.

MOOC's

Hello English can clearly be seen to be a MOOC when we look at our earlier definitions of a MOOC and compare them to what Hello English did. While the term MOOC was not coined until 2008 we can retrospectively apply it to Hello English. A central requirement for a MOOC is that it must be massive, this is the first aspect of it that differentiates it from many distance education groups and is managed due to the fact that the whole thing is done without a direct instructor. Hello English was undoubtedly massive, attracting thousands and potentially hundreds of thousands of people to their website and mobile learning platforms while reaching 4 million people with their Hello

English radio broadcasts. To limit what a MOOC is to mainstream usage of the terminology, thereby only a course starting after 2008, does a disservice to this style of education. Thereby we can see that when we don't limit what a MOOC is, Hello English was clearly a MOOC, and will be later demonstrated to have been one of the first MOOC's.

Hello English also meets the open requirement, centrally that there is no fee to participate in the Hello English program. This again separates Hello English from the old distance learning style education seen in China and the rest of the world as it required no fee to join, thereby resulting in a potentially limitless number of applicants.

The online requirement of a MOOC is also easily met by the Hello China project, through its website [www.hello-china.tv] that is quite obviously an online component meeting the definition of 'online'. Yet the argument can also be made that utilising radio for their Hello English production can be included as a primitive form of an online medium. While the definition of a MOOC had no mention of radio, it should be appreciated that this definition was coined 6 years later at a time internet usage had exploded, and that as the usage of radio does not prevent Hello English from meeting the MOOC requirement, it can only enhance its legitimacy. At this point radio far outstripped internet usage in China, as did access to the radio over that of access to computers. It was pertinent of Hello China to not take the solely online route with their course, as through the radio usage they were able to attract numbers as high as many modern online MOOCs. In a sense Hello China had also exceeded the online requirement, even though it was run in 2002. This was done through its inclusion of M-learning at a time where online learning was still only the next big thing, and M-Learn was yet to be heard of in the mainstream. Yet through including M-Learn in their MOOC Hello China enabled not only limitless participants for their course, but decentralised the learning experience as well as it meant that people could listen to the program and interact online from anywhere, not only somewhere with a computer.

The final requirement Hello English needs to meet is that it is a course, in that it has a start and an end date like a course at a school would. This distinguishes it from online websites of information that are not MOOC's such as Wikipedia. The Hello English had both a start and end date which means it comfortably meets the course requirement.

Therefore, we can see that Hello English was in fact a MOOC, it clearly meets the criteria to be one and this enables us to continue our assessment of the innovation of Hello English in this project.

An interesting feature to note of Hello English, was that Hello English was giving information to people directly. All the other systems in China at the time require you to look for a course to sign up to, they need you to physically locate them online, sign up to a course, pay for it, and then distance learn. Furthermore, unlike most MOOCs and distance learning throughout the world, Hello China had an element of being pushed to people, rather than people having to want to find the educational resource, it was on the radio so therefore it could be there for them without having to hunt it down, which enabled them to garner an interest and then join the website aspect if they wished.

The fact that you could participate in Hello China's education project without having to sign up to anything at all gives us this sense that it could be seen as more open than a MOOC, as it was pushed to the people.

There is a potential that future MOOCs may take from Hello China's lead and remove all sign up barriers to education, thereby becoming even more open than just being free. They would become something you can jump in and out of at a moment's notice, potentially enticing many more people to use them as they would not be required to go through the tedium of a sign up online.

VOOC's

As many companies who run MOOC's are only now realising, a MOOC alone while interesting, rarely leads to employment, hence the very high dropout rate from almost every MOOC course offered since the coining of the term in 2008. This often happens for many reasons, boredom and disinterest to name but a few. However, the central reasoning behind the high failure/dropout rate of MOOCs are as people have to find work, and that they don't see that the MOOC will be able to increase their employability. Many people find that they have to get a job which more often than not takes the form of a 9-5 working day, or that their job interferes with the attendance of the MOOC, thereby the MOOC takes a back seat and is left behind.

Central to the VOOC is the idea that what is taught can be used in day to day work and can be applied to a job, effectively increasing your potential employment.^{xxviii}

When Hello English was broadcast it was actually very different from many [retrospectively applied nomenclature] MOOCs at the time and from many that still run now. Hello English was effectively a VOOC long before the idea of VOOC's or even MOOC's existed. It offered what was effectively vocational English language training that culminated in a skillset that could lead to employment. Employment which was made all the more likely by the business database that was innately linked to the Hello English platform, due to their desire to increase the employment of their candidates.

As shown earlier, Hello English met all the requirements for the classification of its course as a MOOC, now that it has been shown that it also has a vocational element of learning with a direct desire to get their students into work we can see that Hello English has also met the requirement for a VOOC.

As with MOOC's, to limit what a VOOC is to mainstream usage of the terminology, does a disservice to this style of education. Thereby we can see that when we don't limit what a VOOC is, as with MOOC's Hello English was clearly a VOOC, and will be later demonstrated to have been one of the first VOOCs.

It has been shown that Hello English was in fact also a VOOC, it clearly meets the criteria to be one and this enables us to continue our assessment of the innovation of Hello English in this project.

M-Learn/M-Learning

Hello English had the unique feature in this time of being accompanied by an M-Learning platform. This M-learning accompanied the rest of the Hello English broadcast and online learning experience. It enabled people to be able to learn from any location they chose, as all they had to do was use their mobile phone to interact with the educational information.

Hello English used a very early form of M-Learning technology, something that was obviously required if they wanted the M-Learning to be accessible to more than just mobile prototype devices. They utilised SMS for their mobile learning platform.

As a result of Hello English using M-Learn technology as part of their MOOC/VOOC, they massively increased the scope of their educational information. Utilising M-Learn meant that Hello English had a much wider reach than conventional distance education in China at this time, this coupled with the added benefit of Hello English being free to access made it a very appealing educational tool. The use of M-Learn by Hello English meant that people who were participating in the education that was being provided to them, were able to work from anywhere. No longer with a form of distance education was there a requirement for a physical workspace. This enables many people who may have otherwise been unable or unwilling to commit time to learning a new skill, to be able to partake in the Hello English program. Something that may have contributed to its success.

There is no doubt that what Hello China did through Hello English can be counted as M-Learning, it meets many of the academic criteria set out by Krassie Petrova in her proposed experiment on M-Learning.

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- Subscriber network
 - o Mobile learning occurs through the use of portable devices linked to a commercial public network (including different types of mobile phones and handheld computers). In contrast, online learning utilises the Internet and organisational networks, and is based predominantly on stationary computers (even in the case of laptops in a wireless classroom).
- Personalised and secure connection to the network
 - o The mobile learner is a mobile network subscriber and has access to a private personalised device typically not shared with anyone else, while personal computers used for online learning might be public. Additionally, mobile networks use encryption and provide security at the data link layer while Internets and intranets are far from achieving universal secure messaging.
- Location and time independence
 - o Mobile learning is independent of the location of the learner as the device literally travels with its owner while online learning is based on computers or access points at fixed locations. In addition, mobile learners have access to the same personal device on a 24/7 basis, and these types of devices are permissible for use in a variety of environments (i.e. at work) where computers are not always freely available.
- High cost
 - o Mobile learning uses the services of paid subscriber networks which have been fully commercialised and are privately or corporately owned. While online learning might require [paid] Internet access, the online learner does not bear specific costs when accessing the content while the M-Learner does.

We can see that the Hello English M-Learn comfortably meets all of these criteria set out to establish what an SMS m-learn is. Therefore, we can see that Hello English was in an M-Learn, it clearly meets the criteria to be one and this enables us to continue our assessment of the innovation of Hello English in this project.

Private Company

Hello English achieved a uniquely impressive achievement in their setting up of their MOOC in China. At this point in China there were only two other [retrospectively named by the author] MOOCs in existence. There was the BBC English program who focused on using e-learning [Not M-Learning] in an attempt to enable Chinese children to teach themselves English.^{xxx} The other MOOC in existence was the BBC and British Councils *in2english* project, which was like BBC English also a website, which advertised to deliver innovative and effective English language teaching material to potentially millions of learners throughout the country.^{xxxi}

Both of these companies that were competing with Hello English have the benefit of being state backed entities, which meant that they had no concern for funding as they knew they would have the money required to start their projects. The BBC world service receives block grants from the government^{xxxii} While the British council receives 20% of its budget from the UK Foreign & Commonwealth Office.^{xxxiii} This is a potential reason why Hello China were unable to get their product into China until 2002 as they had to fund the venture privately. The Hello China company was founded in 2000 demonstrating that the idea and plans for production must have already been in place, yet Issues with getting funding for production meant that the project didn't happen until 2002.^{xxxiv} Had Hello China been a state funded company, and been able to produce their content as soon as they planned I am confident that they would have been the very first MOOC in China.

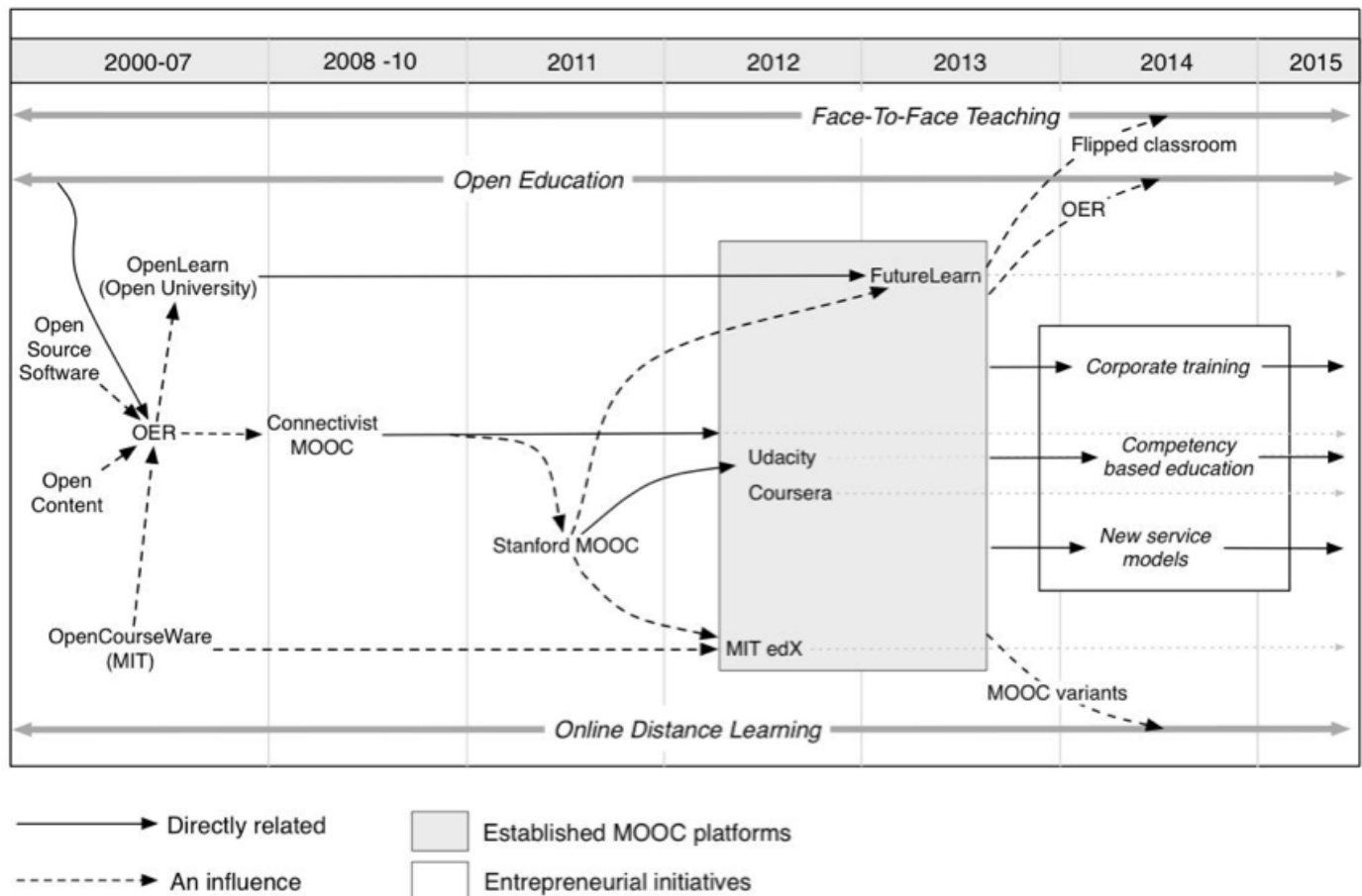
This project so far has shown what a MOOC, VOOC, and M-learn is and assessed how we can retrospectively apply these terms to the Hello English project. It has demonstrated the validity of how Hello English fits all of these criteria despite being a project that was created and run before any of these terms existed. So far you can already see that Hello English was an innovative project, there have been clear demonstrations of Hello English's success and Hello China's innovation thus far throughout the project, yet the subsequent chapter of this project will establish just how innovative this project really was, assessing MOOC's, VOOC's, and M-learning to validate the innovation of Hello China with their Hello English program.

So this all poses the central question, of how innovative was Hello China/Hello English?

MOOC's

There is great debate over what consists as the first MOOC, with some seeing that the first MOOC has to be the one run by those who coined the term MOOC. Others say that MOOC's didn't exist until 2012 with the FutureLearn, Udacity, MIT edX, and Coursera courses. While some say it started much earlier. The table below shows the conventional view of MOOC history, which sees that MOOC's started in 2012.

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This author subscribes to the less conformist school of thought, that the term MOOC should not be limited to those courses created after the imagination of the term MOOC, and should apply to all that fit the terminology.

This leaves us with five central candidates for the first MOOC, two of which are included on the above table of the history of MOOCs, three of which are not.

- MIT
 - o The OpenCourseWare website run by MIT opened in the year 2001/2. It is a free and open publication of material from thousands of MIT courses, covering the entire MIT curriculum and used by millions of learners and educators around the world.
 - o This is the first MOOC that existed, it was the first step away from what distance learning is, and into what was a Massive, Open, Online, Course. While Hello China may have started planning their MOOC at the same time as MIT, they did not get it to the table first.^{xxxvi}
- OpenLearn
 - o OpenLearn is sometimes seen as one of the first MOOC's with their open2.net website which provided a free platform for people to learn about the things that the BBC had covered in shows and

they wanted to know about.

- However, while initially OpenLearn appears to be part of the group of the first MOOCs this should be contested, as while OpenLearn did then later start up a very efficient and effective MOOC in 2009 the original OpenLearn was not a MOOC. Centrally it was not a course of education it was a base for source information, like Wikipedia is today. Open2.net and OpenLearn at this point was more like a form of primitive BBC iPlayer, accompanied by background information. Therefore, OpenLearn should not be included on the table as a founding MOOC.^{xxxvii}
- BBC English/British Council
 - BBC World Service and the British Council teamed up with the Cultural and Education Section of the British Embassy in China, China Central Radio and Television University (CCRTVU) and CCRTVU-Online to launch in2english.^{xxxviii} They started the *in2english* website in 2002 which provided a blend of interactive courses and learning materials - for listening, reading, writing, grammar and pronunciation practice of the English language.^{xxxix} Therefore, we can see that the BBC and OpenLearn were one of the first MOOCs as well.
- Hello China
 - Hello China is an interesting company to have in this list, not only were they planning their Hello English program at the same time that MIT were planning their OpenCourseWare, thereby suggesting that had they obtained funding when planning, they would have been the first MOOC. They are also the only non-university, non-state, privately run company on this list.
 - Furthermore, Hello China were only company who were among the first MOOC's to incorporate M-Learning into their MOOC at this point.
 - Hello China were rubbing shoulders with massive names in education, who had millions of pounds at their expense, and yet were amongst them in providing something that by 2012 had revolutionised education.^{xl}

These four groups, [OpenLearn excluded] should be seen as the founders of the modern MOOC movement. While they didn't know that this is what they were doing, and that this is what it would ultimately be called, they undoubtedly were the first to do this style of education. Their work was Massive, Open, Online, and a Course.

The fact that Hello China is amongst the forerunners of the MOOC movement and that others are universities, news companies, state backed entities is incredibly impressive, this company who's funding is most likely less than 1% of the budgets of the other bodies we address here, was part of the founding of the massively popular MOOC style of education. This demonstrates to us how Innovative the project Hello China accomplished was at this point in time.

Hello China can be further seen to be an pioneering company as Hello English was the first private company MOOC ever in China. China now has multiple private company MOOCs trying to teach the Chinese people English language skills, effectively trying to do the same thing Hello English did 14 years ago.

Furthermore, Hello China was the only one of these founders of the MOOC system to have a mobile element included, something which is now a staple of all modern MOOCs and shows just how groundbreaking what they were doing in China in 2002 was.

Here we can see that Hello China's Hello English project was clearly extremely innovative and forward thinking as in producing this product, they were amongst the forerunners and founders of the MOOC movement, were the only MOOC in 2002 to utilize M-Learning and were the first private company in China to ever open a MOOC.

VOOC's

As we have seen, VOOC as a term in the mainstream did not really exist until 2014, as prior to this nomenclature there was a central focus on MOOC's and their success with no suggestion that this method would be later changed into something more vocational and effective.

The mere fact that we can apply the term VOOC to what Hello China did in 2002 demonstrates to us just how innovative and pioneering this company was in what they did with Hello English.

MOOCs are currently used a lot by undergraduates and postgraduates and those who are already educated, whereas it is not used by many other people. This is arguably due to the fact that the already educated may want to expand on their degree information, whilst those who are not university educated would much rather be able to further their career prospects. That is something a MOOC will not do, but a VOOC will. VOOC's started in 2014 with an aim to redress the balance of education to all those others who don't have degrees and still want to learn a skill that they can then use to enhance their career. VOOC's want to teach you things you can use in your day to day life, not theories like physics, but languages or functional maths.^{xii}

Distance education had long been seen as a solution to China's educational issues. China had experimented with different forms of distance education as a form of general education for the 40 years preceding Hello English. However, many of these were in the form of higher education and none fit the criteria to be named a MOOC. Furthermore, all of these distance education courses were not vocational but educational, much like the modern MOOC or an MIT MOOC at the time, they focused on academia and knowledge rather than vocational skills.^{xiii} China at this point had no form of distance vocational education, nothing that could be seen as a form of VOOC education.

Hello China were the first in China to realise that the best application of MOOC's is for vocational training rather than academic training, in tying in a business element to their language course with the creation of the business database. Hello China were the first company to create a VOOC in China. While of course China had vocational education for a very long time, this vocational training across a distance, be it by mobile, internet, or radio and meeting the conditions to be classed as a MOOC/VOOC; was not done before Hello China with their Hello English program.

Hello English, was similar to the current modern VOOC, whereby they were teaching a skill that could be used in day to day life and business, rather than teaching what many MOOCs do, which is education for the sake of education. Their course taught the skill of the English language, with a business database that would ensure once this skill had been learned to a proficient level, companies would then be able to offer jobs to these students of Hello English.

Hello China were a vocational MOOC in 2002/3, almost 12 years before the other companies ever were and the term even existed.

Therefore, we can see that Hello China was the first ever VOOC in China, and that the company showed an excellent degree of foresight to have done in 2002 what is only really being done on a grand scale now from 2014.

M-Learning

Mobile learning in 2016 is absolutely massive, as the majority of the world has an internet enabled phone, with at least 2 billion mobile devices in the world that can be seen as 'smartphones'. However, the M-Learning undertaken by Hello China is not the modern style of M-learning. In 2002 none of the advances required for app based modern M-Learning existed yet, the sole usage of M-Learning until Hello China had been SMS based educational M-Learning in universities and academic experiments.^{xliii} In 2002 the concept of M-learning was nowhere near mainstream usage yet, which makes the fact Hello China utilised M-learning in their Hello English education all the more impressive.^{xliv}

Hello Chinas use of M-Learning ensured that even users who are not familiar with computers can easily access the educational materials through mobile phones. This easy accessibility greatly encouraged personalized, anytime-anywhere learning. Technologically M-Learning enables users to be "always connected and online," which better supports participants learning.^{xlv}

Hello China were very much pioneers of this type of mobile technology, while M-Learning started around the world in 2001/2002, it didn't really take off until the advent of smartphones and 3G internet access, whereby apps could be created and learning used by many people with ease and low cost. This modern M-Learning wasn't reached until at least 2006/7. However, what did exist was SMS based M-Learning, the type of learning used by Hello China in 2002.

IN 2000 there was much interest from academic institutions regarding the use of mobile technologies to support teaching and learning. The evolution of mobile devices, although not designed specifically for education, were seen to be increasing opportunities in education, with the potential for mobile learning contexts. One example with great educational potential was the concept of sending an SMS via mobile phone, this was seen to have great educational potential, thus meeting the needs of society in the digital age.^{xlvi}

In 2003 there was the academic mobilelearn project which saw academic bodies around the world including North America, Europe, and Australia looking into the use of M-Learning.^{xlvii}

Hello China however were able to deploy SMS M-Learning as part of their Hello English program, while it was being pioneered by universities in academic experiments and some small M-learning in universities in the United States; Hello China used M-Learning for the first time ever in China to help with their education of the English language.

Hello China were amongst the universities as the first entities to attempt to push m-learning from 2000-2003. They are clearly amongst the pioneers of the M-Learn technology, an impressive feat given that as with the MOOC's, their competitors of m-learn were university bodies and state entities!

When Hello China implemented SMS M-Learn in their Hello English project in 2002, they were so early to the M-Learning game, that they implemented this technology before the Chinese government were considering it as a viable education technique. **The Hello English M - Learning was done before the educational technology communities in China started looking into m learning in 2004 and when it was implemented by them in 2004, the form of m learning in China in 2004 was mobile communication as a form of contact with teachers rather than an extension of education.** Here we can further see how innovative and far ahead of the curve Hello China were with their M-Learn aspect of Hello English.^{xlviii}

The revolutionary way Hello China brought M-Learn education into China, and the fact that they utilised SMS M-Learn technology as a central aspect of their educational program demonstrates the modernism and originality Hello China possessed in 2002. The fact that SMS M-Learning was barely out of universities and that the Chinese government were not yet considering M-Learn as an educational technique leads us to the conclusion that Hello China were the first MOOC and the first company to use M-Learning in China. They were a truly innovative company with the mobile aspect of their work bringing new educational technology into their educational pedagogy to great success. We can conclude that Hello China was a pioneer of mobile technology for the sole purpose of vocational education in China. They were amongst the universities as the first entities to attempt to push M-Learning from 2000-2003; and were the first to ever use M-learning in education in China.

Target Audience

As shown earlier, China has a strong history of TV distance education as a form of university education, they have targeted adults in an attempt to increase Chinese education levels. However, this was only done towards those who already had an education.^{xlix} Hello English however were also targeting children, while not aiming to replace their childhood education they still aimed their language education toward them. Distance education and MOOCs in general are still not aimed at children as it is assumed general school education is enough. However, Hello English also targeted children, to supplement and potentially increase further, their English language skills. In doing this they were attempting to ensure that these Chinese children grew up with a fluency in the English language which would enable many of them to go on and find work later in their lives. Hello English was therefore also the world's first MOOC, and the world's first VOOC to target children as well as adults with their educational material.

Overall it is easy to say that Hello China were incredibly innovative with their Hello English educational program. The fact that new terms created to describe methods of education 6 to 12 years after Hello China's program ended in China can be applied to what Hello China did stands as testament to this.

Hello China with their hello English program were

- Amongst the first MOOC providers ever, they were one of four groups that provided the first ever MOOCs in 2000-2003, and they did this with far less funding and resources than the universities and state entities they were in competition with
- Furthermore, Hello China were the first private entity MOOC in China, here they were competing against the BBC and British council, massive state backed bodies and yet they still achieved 4 million participants.
- Hello China were also among the first VOOC's in the world, they pioneered vocational MOOC style education and were the first people ever to implement this style of education in China.
- They were the pioneers of M-Learn SMS technology as well, when they used M-Learn for their Hello English project, the only other bodies using it were universities and academics.
- Their M-Learn usage was the first of its kind to ever be used in China for educational purposes.
- Hello China even managed to beat the Chinese government to the goal of utilizing M-Learn in China, they didn't manage to catch up to Hello Chinas technological foresight until 2004.
- Hello English was the first MOOC in the world to utilize M-Learning as part of its educational program, this is something that has now become an essential component of all modern MOOCs yet was done in 2002 by Hello China.
- Finally, Hello China were the first MOOC/VOOC ever to target both adults and educated people, as well as children.

When we see all of Hello Chinas success with their Hello English program written down in a list, we can see that clearly this was an incredibly innovative company for its time. A company which was consistently rubbing shoulders with massive educational bodies in their desire to push the best educational system they could.

Hello China's role in developing MOOC's, VOOC's, and M-learning as a form of education in China has been shown to be highly innovative. In doing this it reached many great goals and left a potentially lasting legacy.

Many of the modern MOOCs in the world come from or are at least backed by top tier universities, very few are solely run by private companies. This makes that fact that the Hello English program reached 4 million listeners exceedingly impressive as they were unable to capitalise on a university reputation to be able to get people to participate in their MOOC. Furthermore 4 million participants can be seen to be an incredible achievement, the majority of modern MOOCs enroll hundreds of thousands of students in them at most, yet Hello China managed to beat these numbers years in advance of the increase in MOOC understanding and presence in society.ⁱ Hello China was arguably one of the largest MOOCs yet.

Hello China were also the first company to use M-Learning in China. This was coupled with online learning via their website, which was still a relatively new experience in China. In 2003 academics were recommending that people pay attention to and use M-Learning, as it was only going to become a more relevant and useful technology. Hello China had already done this in 2002. In the present day both online education and mobile learning in China is booming and accounts for a large proportion of how the Chinese people educate themselves. China accounts for 26%ⁱⁱ of total mobile learning revenues in Asia. Hello China had great vision in being the first company to use M-Learn in China and arguably were the company who introduced the Chinese people to a form of technological education that is now central to their education.ⁱⁱⁱ

Furthermore, unlike many western countries the Chinese government values the results of distance education programs, MOOC's, and VOOC's as highly it would a similar qualification from a university.ⁱⁱⁱⁱ Therefore we can make the argument that through Hello China's Hello English program, they will have enabled people to learn the English language to a degree of competency that would then be recognised as a form of qualification, or skill they had learned, and this would assist in their getting of a job. What Hello China had helped to start in China with the MOOC style education has led to the influx of many more Western and homegrown MOOCs into China, which means there are now many more systems available to teach the Chinese people. What Hello China were amongst the founders of, has in the past few years massively increased the number of people who have access to education. Between 2013-2014 in China, provision of MOOC's increased 700% compared to the USA's 9%.^{liv} Hello China amongst others have helped spread MOOC education in China to this stage, and Hello China itself helped to introduce the Chinese to M-Learning.

We can also argue that Hello China's innovation in bringing M-Learning into China for the first time, is what prompted the BBC to set up their own mobile platform a year later. Hello China had demonstrated how M-Learning was a viable system of education in China.^{iv} In 2003 BBC worldwide was assisted by sina.com to start their own M-Learning service in an attempt to access mobile users, and teach them further English education. What they did with this service was very similar to what Hello China had started the previous year.^{lvi}

CONCLUSION

In conclusion we can see that the fact that this company was registered in 2000 demonstrates the innovation behind this company even before it managed to get its Hello English broadcast to China. Had Hello China been fully funded upon the registering of its company, there is little doubt it would have been the first MOOC in China. The fact that this project has shown Hello China to have been among universities and state entities who started MOOCs in the early 21st Century only further demonstrates the originality that this company had in the creation of their product. Furthermore, Hello Chinas pioneering of M-Learning in China was a tumultuous step forward for education in China, where M-Learning has thrived and become a staple of almost all areas of education in China.

Hello China's ability to pioneer combined MOOC's, VOOC's, & M-Learning among the first bodies in the world to great success, [something that is only really happening in the present day, as the MOOC and M-Learn leave the 'trough of disillusionment'^[viii]] shows real innovation on the part of the company and those who worked in it.

This project demonstrated how Hello English was a suitable broadcast to apply the terms, MOOC, VOOC, and M-Learning to retrospectively. The broadcast and the aims of the Hello China company met all the definitions required to name Hello English as a MOOC, VOOC, & M-Learn. Which in itself demonstrates the foresight the company had, that terms created years after the completion of the program were able to be retrospectively applied to the Hello English project.

Furthermore, this project has demonstrated how Hello China was the first private MOOC in China in its time, an admirable feat given that its only competitions for MOOC's at the time were universities and government backed businesses who had significantly greater funding at their disposal to start their MOOCs.

Hello China's English language program Hello English was a massively successful alternative pedagogy supplemented by their use of technology to ensure that their course was accessible from many different locations. The fact they can claim to have reached 4 million students with their course is a spectacular achievement. Yet this is only one of their many claims to success they can make, they were the first private MOOC in China, the first to ever use M-Learn in China, and the first to start a VOOC in China to name but a few of their successes. This project has demonstrated the clear vision of Hello China in their Hello English course, validating the many 'firsts' that this company can claim to be theirs, to great acclaim.

Hello China and Hello English will have left a lasting legacy in China, with the massive reach of their program, their pioneering of M-Learn technology in China, and their role in starting the now very successful MOOC style education in China. Their work in teaching millions of Chinese children through Hello English, could have potentially laid the groundwork for many Chinese children to go on to learn business level English and thrive. A feat the people behind Hello English should be proud of.

Upon the completion of this project, we can conclude that Hello China with their Hello English project was a truly innovative project, that potentially managed to set up many Chinese students with a strong enough grasp of the English Language to be able to go on to greater employment in their lives.

There was a wealth of expertise behind the Hello English project that helped to ensure that what was produced by Hello China was a viable and successful course. Many of the people involved in the project have later gone on to be at the top of their respective fields.

Peter Walton

- Peter Walton was the project director of the Hello English project, at the time of the production of Hello English he had just left the position of executive director at BBC English, and the position of regional officer in the British Council. Walton had previously worked with CCTV before the Hello English program to produce 'follow me to science' a science TV show in China. Walton's company English Film Services (EFS) was the production company behind the Hello English project. He has run this company for over 30 years now and it specializes in English Language Teaching materials. It has produced broadcast television programs for China, Spain and Egypt, video material for many European countries and numerous audio programs for publishers worldwide. Recently EFS secured a 5-year contract with the Spanish Ministry, and it has become a go to name in the world of educational programming. EFS is clearly a leading body in producing English Language teaching courses. While we cannot say that Hello English played any role in increasing EFS's likelihood of producing these courses, or impacted their course production in the future, the fact that this company produced Hello English demonstrates the quality of the Hello English course that was produced.

Jack Lonergan

- Jack Lonergan was the Academic director of Hello English. He was a professor of applied linguistics at Westminster University from 1993 – 2008, and is currently an emeritus professor of applied linguistics. Lonergan has authored over twenty books on language and language learning, and is a clear expert in the field of linguistics. Lonergan has continued to work in the academic linguistics areas of work since Hello China. He was part of the founding group of the Linguapeace project in Sofia in May 2001. Lonergan was also on the advisory board of Assist.net - a training and consultancy group of experts in various fields of knowledge, education, and training. He also later became President of the International Certificate Conference, an international language learning organisation.
- Professor Lonergan was a member of the Advisory Board for King's School. "Preparing good materials requires a knowledge of language and applied linguistics; of target groups and learning styles; of topics and contents; and of the communication needs of the learners. Professor Jack Lonergan has these skills, especially in the context of China". Lonergan was also a director of LTL training, an applied linguistic consultancy for military, interpreters, the disabled, and agriculturists.
- In 2011 he looked into a new method of teaching languages. He saw that language teaching through the medium of games was an excellent way to transfer knowledge. He said that "When we are playing our senses are heightened, we become more receptive and we can learn more. If the game is generative too it means that words can be placed in context and be used by the player in different ways".
- We can see that Jack Lonergan is seen as a linguistics expert in many areas as well as an expert with specific reference to China. He has continued to remain at the top of his field throughout his career in linguistics, and we can say that Hello English was only benefited by his participation, going so far as to say it was a strong program due to his academic expertise behind it.

Peng Wenlan

- Peng Wenlan was the associate producer of Hello English. She was the former Producer and Presenter of English Language programs on CCTV and she was China's first foreign national broadcaster on CCTV. In 1993

she set up her own production company in London (sinoscope ltd) which specialises in Chinese documentaries. After Hello China she was one of the founding members of a charity called the Meridian Society^{lviii}, who aim to promote Chinese culture to the general public to help them understand the social, economic and political development of Chinese-speaking regions worldwide and thereby to foster closer and more meaningful communication between East and West. Peng Wenlan has continued with film and her charitable works after Hello China to great success and her involvement in Hello China can only have benefitted it.

Robert Coleman

- Robert Coleman was the chairman of the Hello English project. Since the Hello English project he has worked at varying consultancy and internet investment firms. Unfortunately, Robert Coleman has very little information about his work after Hello China that is available.

Printha Ellis^{lix}

- Printha Ellis was the Course designer of Hello English. She was a specialist writer and designer of courses to teach English as a foreign language. A skill which clearly played a central role in the success of the Hello English course. She had built up a reputation as a world leading author of English educational textbooks and courses.
- Unfortunately, Printha Ellis passed away in 2004.

Mark Stimpfig

- Mark Stimpfig was the director of marketing for Hello English. Stimpfig was the MD at Boomerang IRM from 1995 - 2007. He then later looked further into E-Learning and M-Learning in his career, delving into 'PlayStation in education' from 2006-2011, while he worked at connectED services. At this time, he led the debate on Games Based Learning for Sony PlayStation. From 2005-2013 Stimpfig worked at a marketing company called ConnectED serviced LTD, at this company he was part of the team who launched, managed and developed e-learning technology platforms on behalf of Sony. These were Sony Virtuoso (networked language lab software), Sony PlayStation (using the PSP/ Vita and PS3 / PS4 for games based learning) and SANSSpace (mobile/video e-learning). Then from 2013-2014 he was a freelance Marketing consultant for Sony Virtuoso, he provided strategic marketing services for Sony Virtuoso networked language labs in their expansion into the Indian subcontinent and helped re-position their video e-learning app SANSSpace into higher education internationally.
- Stimpfig has a demonstrable interest in E-Learning and M-Learning and has continued to be a presence into their marketing campaigns. It is likely that Hello China was his first step into M-Learning & E-Learning

Dr David Charles Hoyle

- David Hoyle works at EFSTV with Peter Walton, he is one of the directors, Peter Walton being the other. Officially Hoyle is the director of motivation sound studios which is a company owned by EFSTV. He will have been involved in Hello China to a similar style as Peter Walton.

Jean Dong

- In 2003-2013 Jean Dong worked for the BBC World Service. Jean was also the director of China operations for Europeasia Education plc from 2003-2007 which was the company who funded the Hello China venture. In 2005-2007 she was COO of Global Education Group plc. Then in 2007 managing director of Barkers Global

Ltd. In 2006/7 Jean did a BBC radio show in China which was aimed at teaching people about the English language, this could have potentially been done due to the success of Hello China and the Hello English radio broadcasts. Dong is currently the CEO of Zespa Media, the company's aim is to bridge western and Chinese cultures, they often aim to make shows that collaborate between Western and Chinese culture in the form of a TV show. From 2008-present day Dong has also been the managing director at china factor ltd. This company helps other foreign companies succeed in China.

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