

FLEXIBLE AND FREE: MOOCs AS A MEANS TO A PROFESSIONAL DEVELOPMENT END

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CONTENT

- Why learners participate in MOOCs
 - Reasons why people moderate MOOCs
 - What to consider if you want to design your own MOOC
 - The benefits, drawbacks, challenges and opportunities of MOOCs
 - Professional development opportunities
-

THE NEED FOR PROFESSIONAL DEVELOPMENT FOR TEACHERS

- “No matter how good pre-service training for teachers is, it cannot be expected to prepare teachers for all the challenges they will face throughout their careers. Education systems therefore seek to provide teachers with opportunities for in-service professional development in order to maintain a high standard of teaching and to retain a high-quality teacher workforce.”

(OECD, 2009: 49)

HURDLES TO PROFESSIONAL DEVELOPMENT FOR TEACHERS



(Odden *et al.*, 2002,
in Misra, 2018: 68)

ONE SOLUTION ...



What is a
MOOC??



FREE

A LANGUAGE ASSESSMENT MOOC

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Language Assessment in the Classroom

Assessment is becoming increasingly important in language education. Understand it better with this course for language teachers.



Overview

Topics

Start dates

Requirements

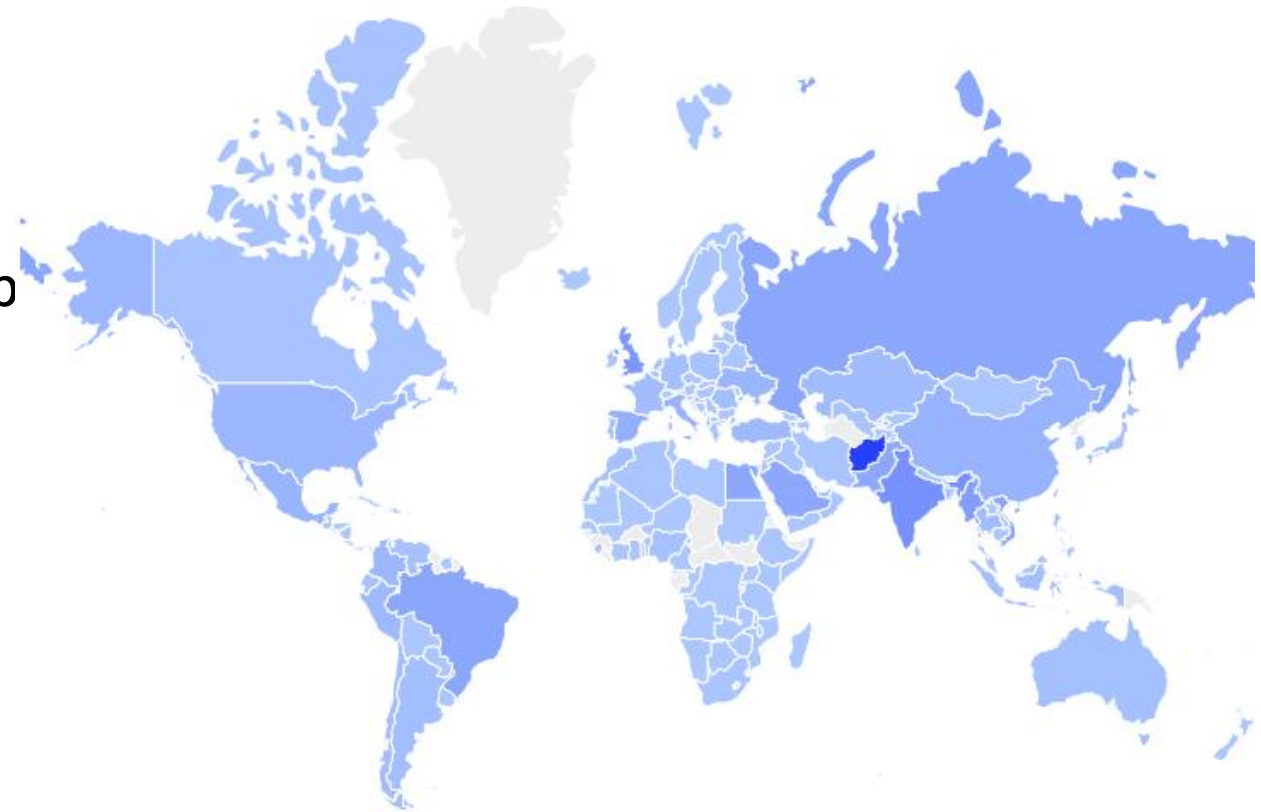
Educators

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LANGUAGE ASSESSMENT IN THE CLASSROOM MOOC

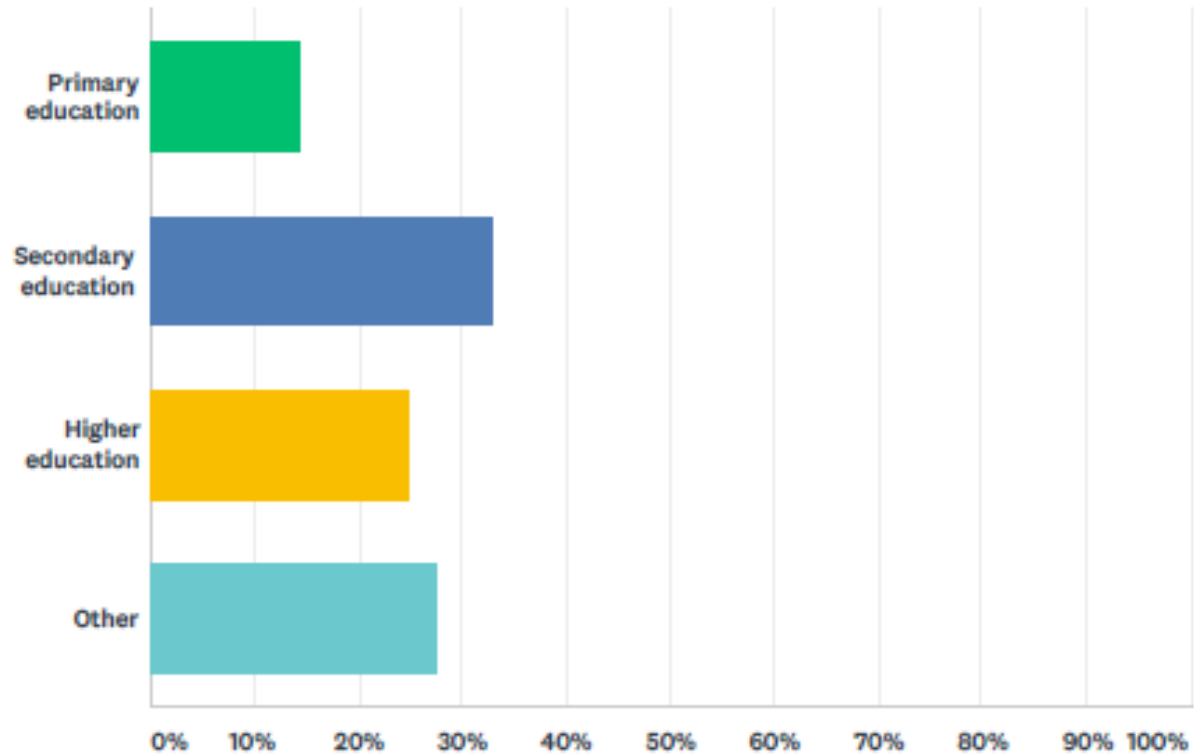
- Piloted in April 2018
- June 2019 run: more than 10,000 signed up
- Over 5000 active learners
- 158 countries
- Videos, texts, forum discussions
- Live Facebook broadcasts
- Over 17,000 comments in four weeks



PRE-COURSE QUESTIONNAIRE

Q4 Which type of institution do you work in?

Answered: 1,973 Skipped: 58



PRE-COURSE QUESTIONNAIRE

ANSWER CHOICES

Yes, in a workshop.

Yes, in a teaching course.

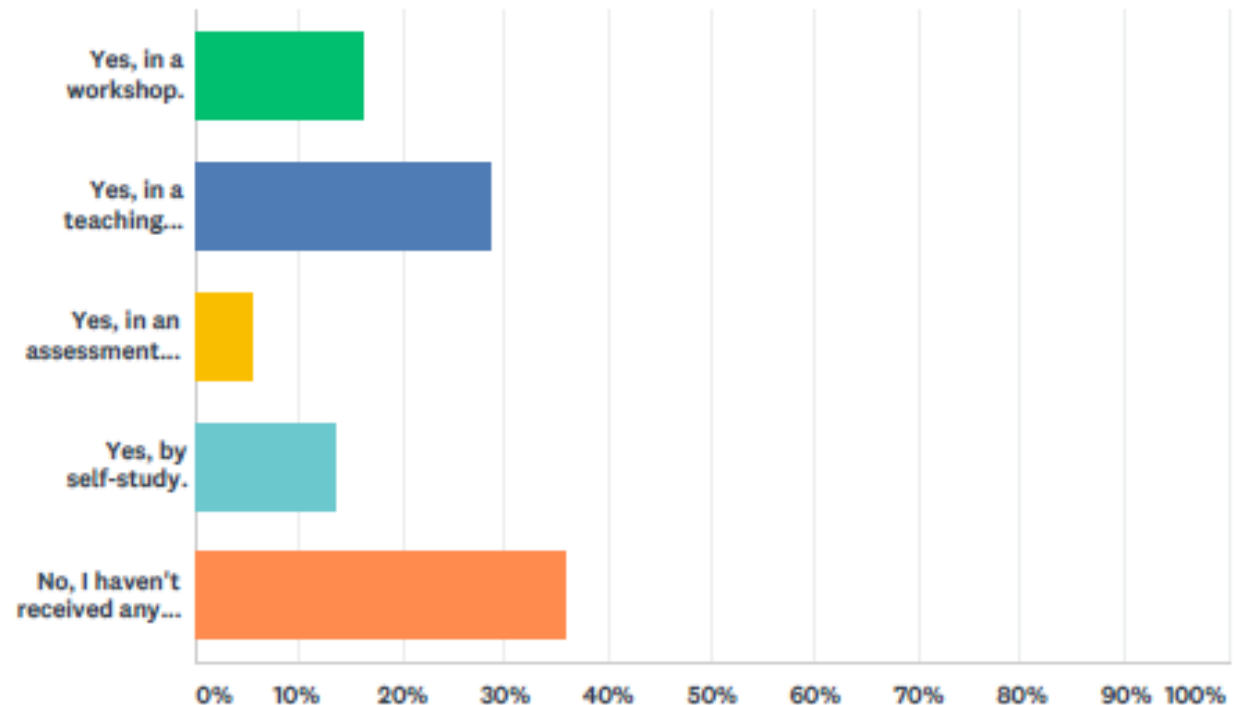
Yes, in an assessment course.

Yes, by self-study.

No, I haven't received any training on assessment

Q6 Have you received previous assessment training?

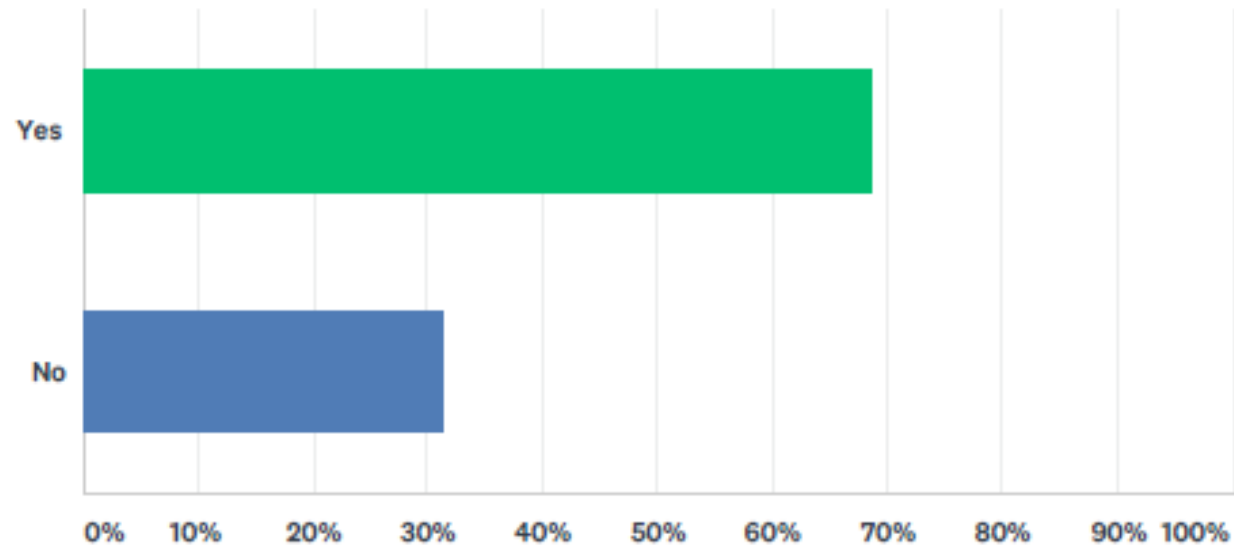
Answered: 1,975 Skipped: 56



PRE-COURSE QUESTIONNAIRE

Q7 Have you developed language tests as part of your work?

Answered: 1,974 Skipped: 57



WHAT DO TEACHERS WANT?

“To learn the best ways how to assess my students
so they can learn from it and progress”

“I expect I'll be better prepared to assess my students in
a way that can *contribute to their learning process.*”



LEARNERS' PERSPECTIVES ON MOOCs



(Hakami, White and Chakaveh, 2017: 326-327)

COMPLETION RATES ON MOOCs

Completion rates

- 'a number of sources ... conclude ... are on average less than 10%' (Al ... and Said, 2016: 158)
- 22% completion
- 'higher than ... commonly found, with around a third ... (Hone and El Said, 2016: 164)
- Drop ... very before mid-point (Hone and El Said, 2016: 164)

Dropout rates on MOOCs are HIGH!!!

COMPLETION RATES ON MOOCs

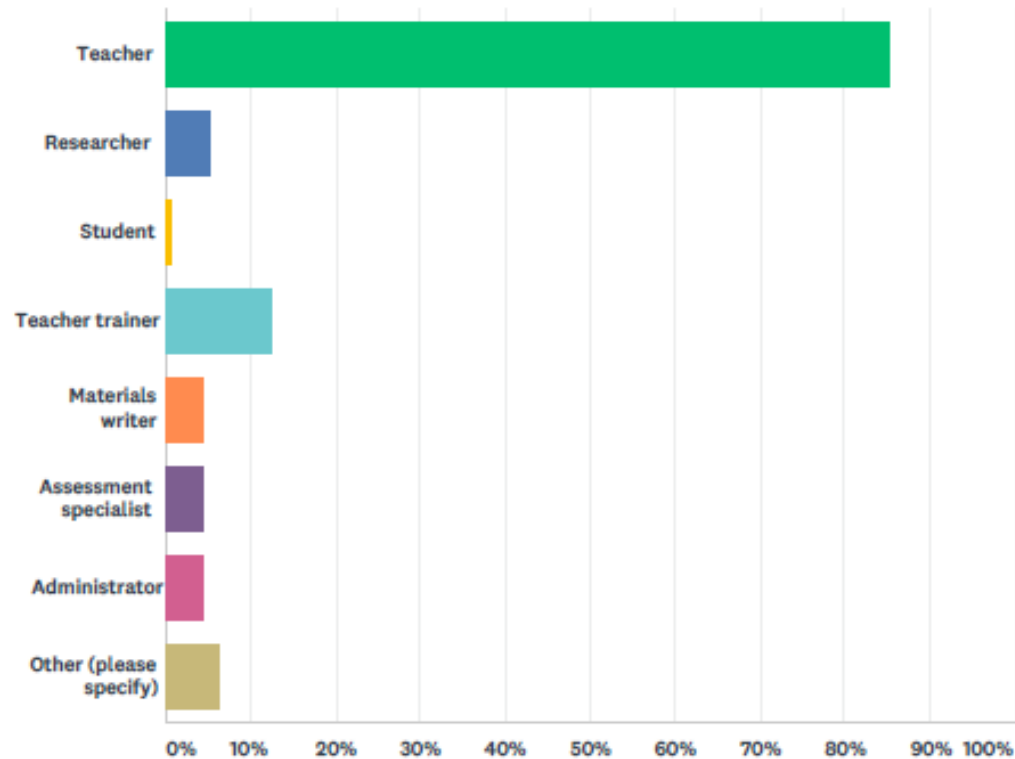
Factors affecting retention

- MOOC course content (Peltier et al., 2007; Hone and El Said, 2016)
 - Interaction with the instructors (Adamopoulos, 2013, in Hone and El Said, 2016)
-

POST-COURSE QUESTIONNAIRE

Q5 What is your main role in your institution?

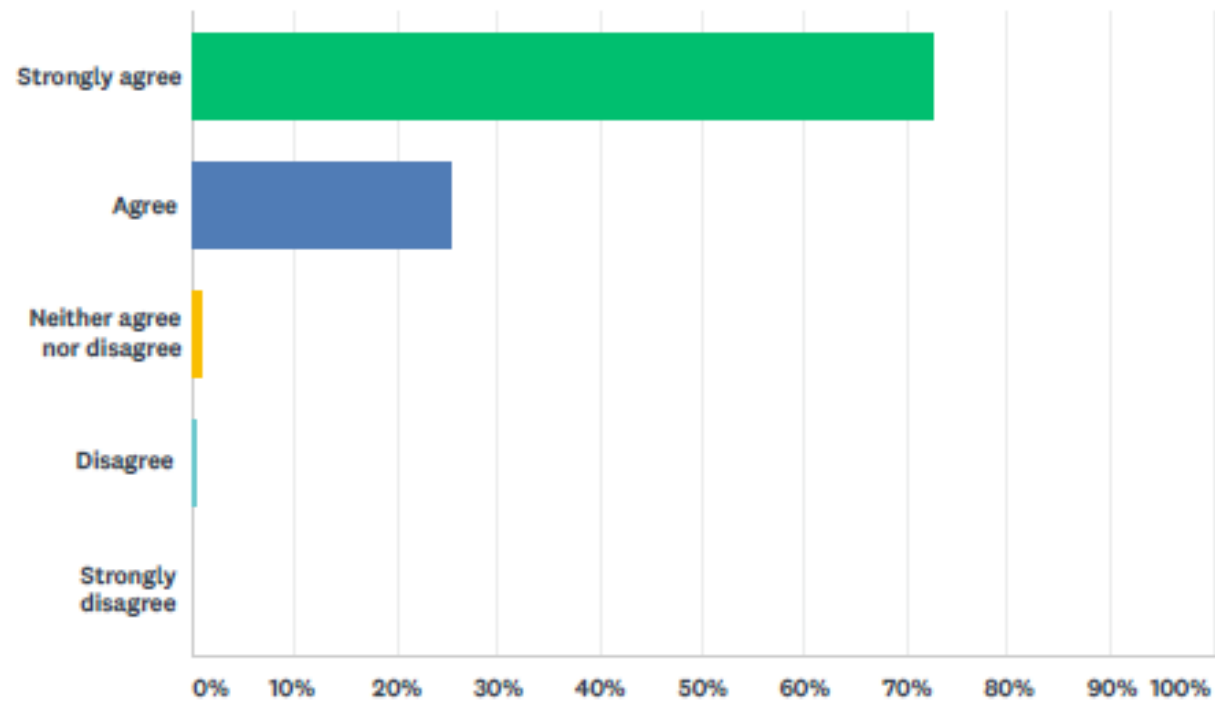
Answered: 383 Skipped: 2



POST-COURSE QUESTIONNAIRE

Q8 The language of the course was easy to understand.

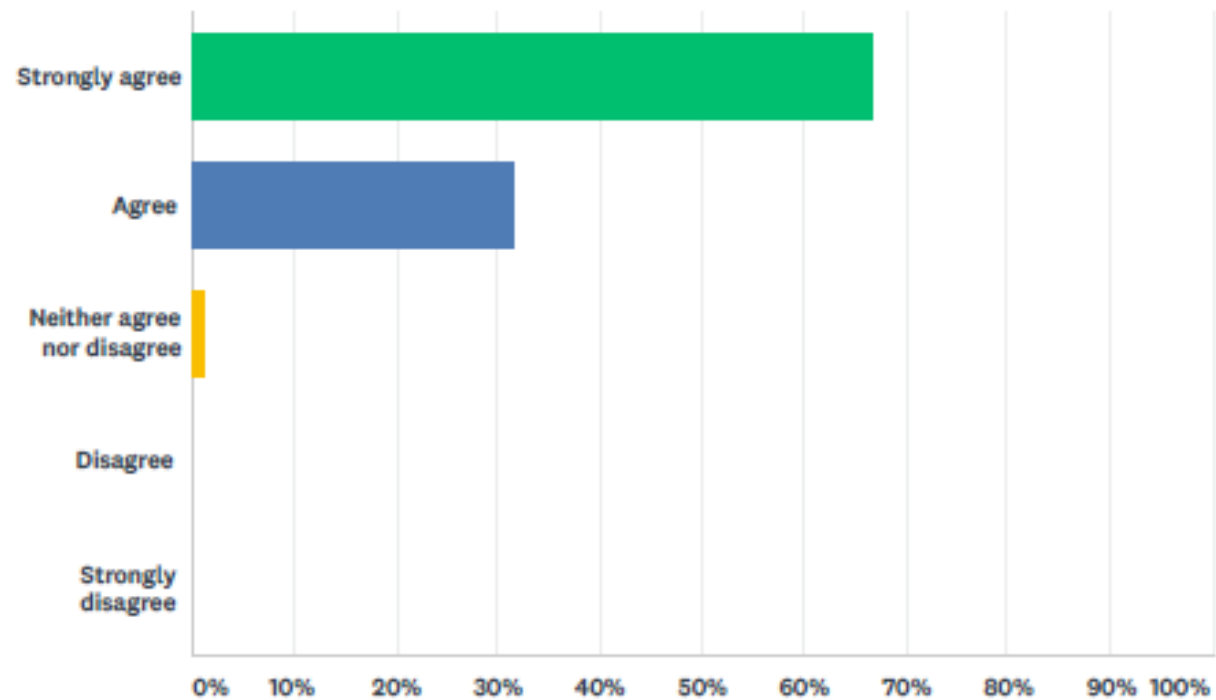
Answered: 383 Skipped: 2



POST-COURSE QUESTIONNAIRE

Q9 The content of the course was easy to understand.

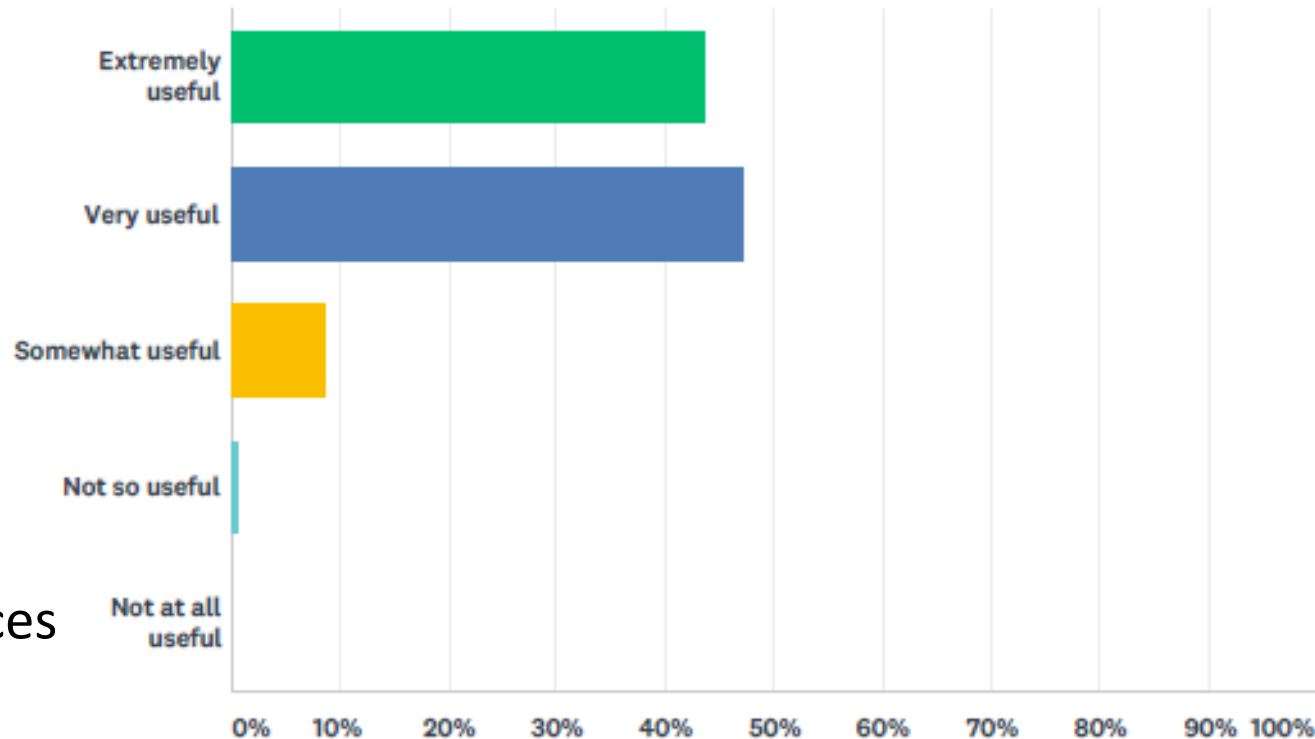
Answered: 382 Skipped: 3



POST-COURSE QUESTIONNAIRE

Q15 How useful was the overall content of the course?

Answered: 375 Skipped: 4



Useful:

- Videos & animations
- Educator comments
- Links to resources

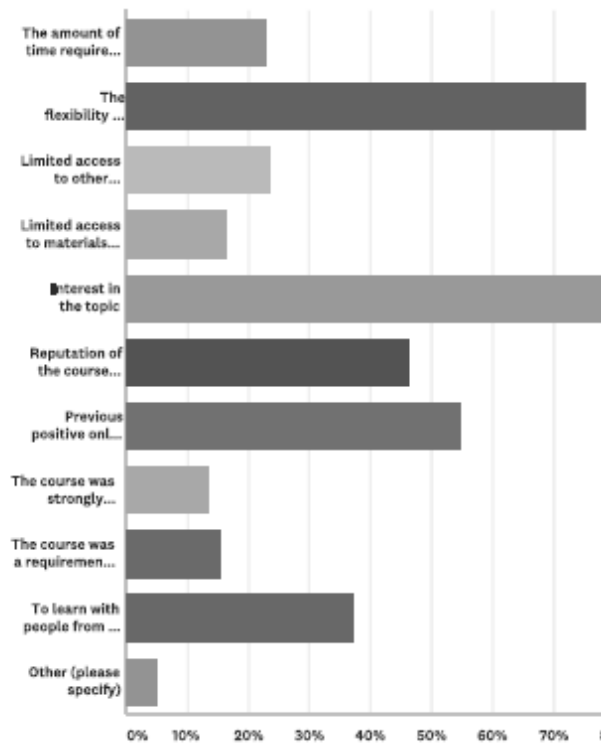
Not so useful:

- Comments of other participants
- Facebook live videos

POST-COURSE QUESTIONNAIRE

Q6 Why did you choose to participate in this MOOC? Choose all the options which apply to you.

Answered: 377 Skipped: 2

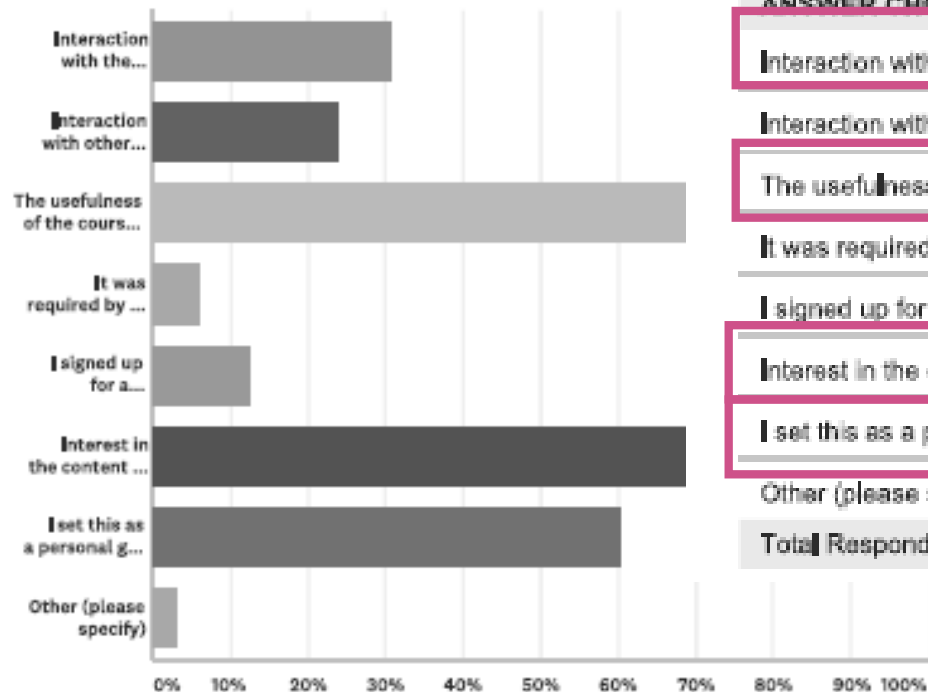


ANSWER CHOICES	RESPONSES	
The amount of time required to do the course	23.08%	87
The flexibility of learning at my own pace	75.33%	284
Limited access to other professional development opportunities	23.61%	89
Limited access to materials for self-study	16.45%	62
Interest in the topic	68.86%	335
Reputation of the course provider/educators	46.15%	174
Previous positive online learning experiences	54.91%	207
The course was strongly recommended to me	13.53%	51
The course was a requirement of my job	15.38%	58
To learn with people from all around the world	37.14%	140
Other (please specify)	5.04%	19

POST-COURSE QUESTIONNAIRE

Q21 What motivated you to continue doing the course? Choose all the options which apply to you.

Answered: 374 Skipped: 5



ANSWER CHOICES	PERCENTAGE	RESPONSES
Interaction with the educators	30.75%	115
Interaction with other course participants	23.80%	89
The usefulness of the course for my career	74.87%	280
It was required by my institution	6.15%	23
I signed up for a certificate	12.57%	47
Interest in the content of the course	85.83%	321
I set this as a personal goal for myself	60.16%	225
Other (please specify)	2.94%	11
Total Respondents: 374		

COMPLETION RATES ON MOOCs

Factors affecting retention

- MOOC course content (Peltier et al., 2007; Hone and El Said, 2016)
- Interaction with the instructors (Adamopoulos, 2013, in Hone and El Said, 2016)



COMPLETION RATES ON MOOCs

Completion rates

- ‘a number of sources ... conclude that retention rates are on average less than 10%’ (Alraimi, 2014)
- Hone and El Said (2016) state that ‘Dropout rates on MOOCs are HIGH!!!’
- 22% of learners complete a MOOC (Alraimi, 2014)
- ‘... studies have shown that around a third of learners complete a MOOC’ (Hone and El Said, 2016: 164)
- Drop-out most likely before mid-point (Hone and El Said, 2016: 164)

Accurate up to midnight on 25 August 2019 UTC.

Joiners	10,348	
Leavers	249	2.4%
Learners	5,805	56.1%
Active Learners	3,107	53.5%
Social Learners	1,216	20.9%
Run Retention Index	0.346	34.6%

MODERATORS' PERSPECTIVES

Benefits

- Most moderators have very little or no online teaching experience
- Students get 'access to world class materials and global perspectives' (p. 304)
- The feeling of having 'participated in something significant and useful for the world' (p. 305)
- Feedback from large numbers of students – contribution to improvement
- 'Self-promotion' and promotion of the university

(Evans and Myrick, 2015)

MODERATORS' PERSPECTIVES

Challenges:

- Internet access (or lack of (good) access) (Ibid, p.304)
- Cultural differences
- Some students may feel isolated
- Students need to be 'self-starters'
- Time needed for the course!

(Evans and Myrick, 2015)

MODERATORS' PERSPECTIVES

Reasons for teaching on a MOOC (Lowenthal, Snelson and Perkins, 2018: 1)

- Interest and passion
 - Publicity and marketing
 - Benefits and incentives
-

PERSONAL INSIGHTS FROM OUR TEAM

What motivated you to moderate the Language Assessment in the Classroom MOOC?

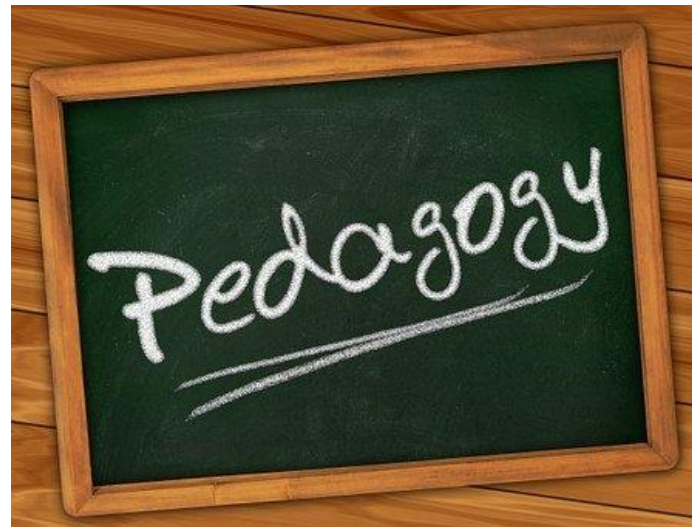
- ‘The first benefit I noticed was the development of my own LAL (language assessment literacy) knowledge! ... A second benefit is having a clearer understanding of how an asynchronous course runs ...’
 - ‘I think it’s a great opportunity to get involved with the participants, see how they view language assessment, and what they are using in the classroom. It gives me a different perspective on the work I normally do. Plus it’s fun 😊’
 - ‘It was a great chance for me to put some of my assessment knowledge and skills into a real world assessment literacy program. I also enjoy teaching, and getting to teach in my area of specialization was a really great opportunity.’
-

PERSONAL INSIGHTS FROM OUR TEAM

What do you see as the benefits of the MOOC for participants?

- ‘From a teacher’s perspective I think it’s of great value as it gives teachers an insight into assessment, makes them evaluate their teaching practices, and hopefully encourages them to make changes for the better.’
 - ‘Professional development.’
 - ‘It’s a really great opportunity to hear top language testers in the field talk about key points in language assessment.’
 - ‘A chance to get trained no matter where one is in the world; access to best experts in the field no matter where one is in the world; flexibility.’
-

COURSE DESIGN AND MANAGEMENT CONSIDERATIONS



(Zhu, Bonk and Sari, 2018)

BUT WHY ARE ALL THESE COURSES FREE??

- Reputation! Reputation! Reputation!
 - Raises the profile of the institution
 - Raises the profile of the moderators
 - Brings in a **little** income if participants upgrade
-

BENEFITS



- Flexibility
- Quality courses at no / little cost to participants
- Raises the profile of the organisation

DRAWBACKS



- Huge time commitment by moderators and course designers
- Don't know who you are reaching
- Don't know real impact in classroom

(Westbrook and Spiby, 2019)

OPPORTUNITIES



- Intercultural / educational exchange – working with colleagues from around the world and learning about other teaching and testing contexts

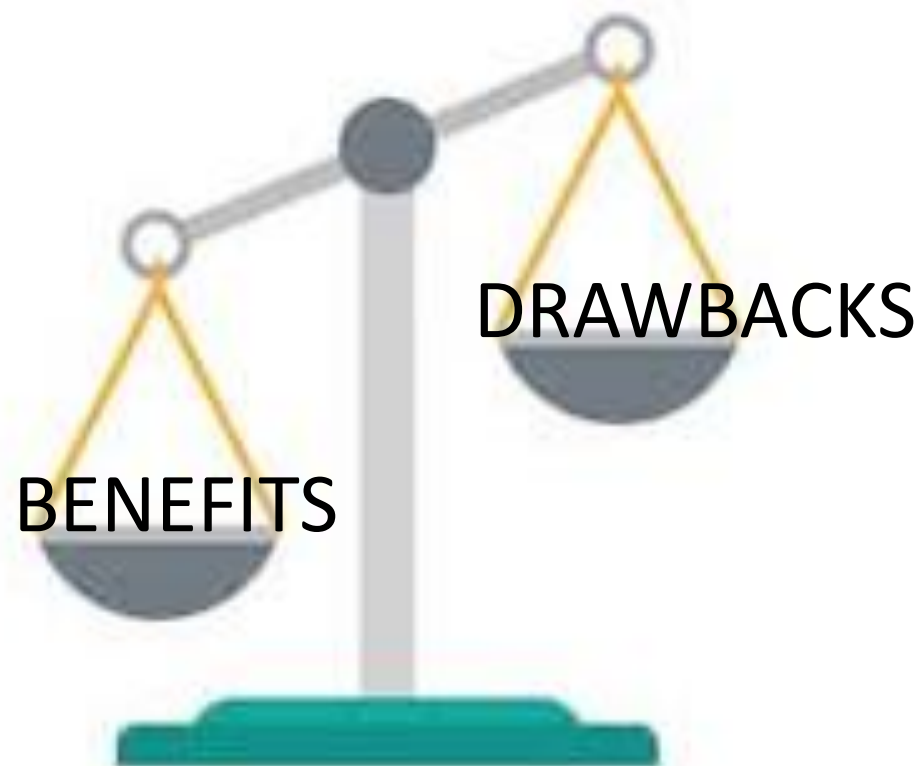
CHALLENGES



- Managing the time commitment from participants
- Promoting informed interaction between course participants

(Westbrook and Spiby, 2019)

CONCLUSIONS



SO HOW CAN I GET INVOLVED?

Check out these free courses:

- Add the **Language Assessment in the Classroom MOOC** to your wishlist and you'll get an e-mail to tell you when it is running next: <https://www.futurelearn.com/courses/language-assessment>

Teaching Online

- The Online Educator: people and pedagogy: <https://www.futurelearn.com/courses/the-online-educator>
 - Teaching Young Learners Online: <https://www.futurelearn.com/courses/teaching-young-learners-online>
 - How to Teach Online: providing continuity for students: <https://www.futurelearn.com/courses/teach-online>
 - Using Virtual Scenarios to Create Effective Learning: <https://www.futurelearn.com/courses/virtual-scenario>
 - How to Create Great Online Content: <https://www.futurelearn.com/courses/how-to-create-great-online-content>
 - Blended Learning Essentials: getting started: <https://www.futurelearn.com/courses/blended-learning-getting-started>
 - Blended Learning Essentials: embedding practice: <https://www.futurelearn.com/courses/blended-learning-embedding-practice>
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SO HOW CAN I GET INVOLVED?

IELTS

- Understanding IELTS: Listening: <https://www.futurelearn.com/courses/understanding-ielts-listening>
- Understanding IELTS: Reading: <https://www.futurelearn.com/courses/understanding-ielts-reading>
- Understanding IELTS: Speaking: <https://www.futurelearn.com/courses/understanding-ielts-speaking>
- Understanding IELTS: Writing: <https://www.futurelearn.com/courses/understanding-ielts-writing>
- *Understanding IELTS: preparing for the test with the experts: <https://www.futurelearn.com/courses/ielts>

*Not sure if this is free as it is not currently running

Or for something a bit different:

- Exploring English: Language and Culture: <https://www.futurelearn.com/courses/explore-english-language-culture>
 - Exploring English: Shakespeare: <https://www.futurelearn.com/courses/explore-english-shakespeare>
 - Corpus Linguistics: method, analysis, interpretation: <https://www.futurelearn.com/courses/corpus-linguistics>
 - Improve Your Intercultural Competence: <https://www.futurelearn.com/courses/intercultural-competence>
 - Digital Skills: artificial intelligence: <https://www.futurelearn.com/courses/artificial-intelligence>
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IMAGES

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