Designing CPD MOOCs to promote the adoption of OER and OEP

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MOOCs…What, Why, & How…?

[Diagram showing the relationship between MOOC, Massive Open Online Courses (MOOCs), and other concepts such as Openness, Connectedness, Personalized Learning, Flexible Learning, Social Learning, Learning Environment, and Learning Experience.]

- **MOOC** is a quality learning experience that provides...
- **MASSIVE** includes...
  - Large number of learners
  - Diversity – in Motivations, Learning needs, Learning styles, Knowledge levels, Engagement levels, Life-long Learning opportunities, Networking
- **OPEN** reflects...
  - Openness
  - Access
  - Content
  - Learning
  - Assessment
    - Flexibility, Variety, Acceptability, Autonomy
- **ONLINE** is in terms of...
  - Connectedness
  - Collaborative
  - Co-operative
  - Participatory
  - Contributing
  - Peer-supported
  - Co-construction of knowledge
  - Sharing – Knowledge, Experiences, Resources...
- **COURSE** provides a...
- **PERSONALIZED LEARNING** promoting...
- **FLEXIBLE LEARNING** promoting...
- **SOCIAL LEARNING** promoting...
- **MEANINGFUL LEARNING** promoting...

Designing an Effective MOOC
Issues with MOOCs…

• …a ‘disruptive innovation’ designed to nurture open learning and knowledge creation.
• …ranges from “cMOOCs” to “xMOOCs” and to various hybrid designs.
• … tend to have transformed to the conventional, content-driven focus of knowledge transmission, deviating from their original focus on knowledge generation.
The Challenge is…

• To design of an effective massive online course that is as robust as a great online course with smaller student numbers where good principles of teaching and learning are maintained is very challenging.
OUSL Project...

- OUSL Project - Supported by CEMCA
- Need – CPD of educators in the integration of OER in their professional practices
- Original Course - “OER-based eLearning” (2014; 2015)
- Transformation - Four CPD MOOCs
- Aim – To design, develop, implement and evaluate Massive Open Online Courses for Continuing Professional Development of practitioners on the “Adoption of OER and OEP”
The adoption of OER and OEP requires…

• understanding of the concepts, and skills in finding, identifying, adapting and creating OER
• knowing how best to integrate OER to support the teaching-learning process
• moving beyond a mere focus on access to OER, and engage in various scholarly practices of openness
• being participatory, collaborative and innovative
“How best to design effective MOOCs on OER and OEP for continuing professional development of practitioners?”
Conceptual Framework

• **Scenario-based Learning (SBL)**
  - Learning Scenarios – learners are situated in authentic learning scenarios
  - Learning Activities – learners assume key roles, and face various challenges
  - Assessment Tasks – learners demonstrate developed competencies.

(Source: Naidu & Karunanayaka, 2014)
Research Questions

- How innovative theoretical constructs can be adopted in the design of CPD MOOCs on OER and OEP?
- What challenges were faced in the design of learning experiences of the CPD MOOCs on OER and OEP?
- How were these challenges met and overcome?
Methodology – Design-based Research (DBR) Approach

Source: Reeves, 2006
Process

Participants:
• 04 Researchers + 07 Resource Persons
• Practitioners in HE
• Various disciplines
• Motivated in ODFL

Data Collection/Analysis
• Concept mapping
• Self-reflections
• Focus group discussions
• Designed artefacts
Results & Discussion

How innovative theoretical constructs can be adopted in the design of CPDMOOCs?
Design of effective, efficient, and engaging ($e^3$) learning experiences with SBL

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Design Strategies</th>
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<tbody>
<tr>
<td><strong>Learning Scenarios</strong></td>
<td>• Presented in video form as ‘triggers’ to activate learning</td>
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<td></td>
<td>• Learners situated in real life context facing a challenge</td>
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<td><strong>Learning / Assessment Tasks</strong></td>
<td>• Ensuring – Constructive Alignment</td>
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<td>• Promoting – Individual &amp; Group Activities</td>
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<td></td>
<td>• Encouraging - Creation; Collaboration; Reflection</td>
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<td></td>
<td>• Enhancing - Co-construction of knowledge</td>
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<tr>
<td><strong>Learning Resources</strong></td>
<td>• Integration of OER – Essential &amp; Additional Resources</td>
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<td></td>
<td>• Variety of media formats</td>
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<td><strong>Learner Support</strong></td>
<td>• Clear guidance; Structure; Flexibility; SAQ; FAQ</td>
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<td>• Peer-facilitated discussion forum; Social media; Feedback</td>
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<td>• Assessment Rubrics; Reflective Journal</td>
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# Results & Discussion

What challenges were faced in the design of learning experiences, how were these met?

<table>
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<tr>
<th>Challenges</th>
<th>Key Strategies</th>
<th>Supportive Quotes (selected)</th>
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<tbody>
<tr>
<td>Novelty of the concepts – MOOCs; SBL; OER/OEP</td>
<td>Expert guidance</td>
<td>…Team leaders’ guidance, discussions, emails supported. …Very good experience...to get views of a professional group.</td>
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<td></td>
<td>Concept mapping</td>
<td>…The process so far was really rewarding with lot of experiences and knowledge that will sharpen our way of thinking and acting.</td>
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<tr>
<td>Creation of scenarios</td>
<td>Peer group discussions (f2f &amp; online)</td>
<td>…Challenge was to think...how, different levels…are addressed by a scenario…We had to revise our outputs several times.</td>
</tr>
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<td>Development of learning/assessment tasks</td>
<td>Distributed work</td>
<td>…First going through the activities individually and then pooling our ideas together as a team was highly productive.</td>
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<td></td>
<td>Collaborative work</td>
<td>…We used collaborative group work in designing of activities ...Development was done step by step with group discussions.</td>
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<td></td>
<td>Structured workflow</td>
<td>…We were regulated by learning outcomes, constructivism, feasibility, attraction, being realistic, time and simplicity etc..</td>
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<td></td>
<td>Reflective practice</td>
<td>…The recap sessions helped us to improve the way we think.</td>
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<td>Time constraints</td>
<td>Interactive workshops</td>
<td>…Whatever done during the workshops was the most productive.</td>
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<td></td>
<td>email communication</td>
<td>…email communication kept us informed about the next stage.</td>
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## Outputs

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<tr>
<th>CPD MOOCs</th>
<th>Learning Outcomes</th>
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| **1. Understanding OER** | 1. Explain the concept of OER  
2. Identify different license types for OER for specific needs |
| **2. Searching and Evaluating OER** | 1. Search for different types of OER using common search engines  
2. Evaluate OER for their quality and suitability |
| **3. Adapting and Creating OER** | 1. Adapt existing OER to meet different purposes  
2. Create different types of OER |
| **4. Integrating OER and Adopting OEP** | 1. Develop a plan to integrate OER in professional practice  
2. Devise strategies to adopt OEP in professional practice |

**Key Competency:** Ability to integrate OER and adopt OEP in professional practice
OPEN EDUCATIONAL RESOURCES and OPEN EDUCATIONAL PRACTICES are gaining attention as instruments of change in education. MOOCs offer a viable approach to build capacity in their adoption and integration quickly and on a large scale. However, contemporary approaches to the design of MOOCs are failing to make most of the opportunities they afford. There is an urgent need to rethink and re-imagine MOOCs that are practice-based and context focused as opposed to being content-driven. This blog-stream captures our experiences in designing and developing MOOCs with a difference — ones that mirror best practices and sound principles of learning and teaching online, and in our pursuit of answers to the question, "How best to design MOOCs on OER and OEP for continuing professional development of practitioners.

— CPD MOOC TEAM

https://cpdmoocs.wordpress.com/
Concluding Remarks & Way Forward…

• A major purpose of this work is to push the boundaries of the design of MOOCs and especially for CPD of practitioners.

• This project is an example of how we can do better with smarter learning experience designs and without placing undue strain on limited resources.

• It also lifts the conversation around the role of MOOCs in the CPD of practitioners to another level of sophistication, suggesting that we can do better with attention on better design of the learning experience of practices on a large scale.

• Our thesis is that the next generation of MOOCs have to be better than what we have seen.

• And this project is a step in that direction…!
Acknowledgements

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Selected References

Link to the full paper in *Open Praxis*: