

SYMPP - (18673) - STRAND 4: THE PLACE OF MOOCS IN TRANSFORMATION OF TEACHERS' PRACTICES AND LEARNER'S JOURNEY

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Short Abstract

Massive Open Online Courses (MOOCs) became a widespread form of online education as institutions and hundreds of thousands of learners take advantage of online learning opportunities. However, research doesn't offer reliable and solid results about the impact of MOOC-based continuous teacher education. Research shows that challenges that MOOCs face are mainly related to these three dimensions: technological, pedagogical, and psychological. Technological and pedagogical challenges connected to the dimensions of quality digital resources, link between content, practice and context, reliable digital systems, learning support, assessment and feedback, etc. - make space for resistance in adopting MOOC-based solutions in teachers' education. However, a sound MOOC design does not guarantee success: the (in)experience in online environments, skills, knowledge and needs of the participants also shape their engagement (Mineia-Pic, 2020). In addition, there is a need to adopt pedagogies that take into account different skills to learn autonomously - as MOOCs shift the locus of control from provider to learners - leading to the critical problem of understanding the target population of teachers and their agency as learners which is perceived as their lurking potential for self-directed engagement (Agonács & Matos, 2021).

In this strand, we present and discuss results of recent research aiming to understand the contribution of MOOC-based courses in teacher continuous education focusing both on the theoretical background that supports appropriate pedagogies as well as on possible frameworks that guide the development of those courses.

References

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