

# The Promise of Using MOOCS as Language Learning Objects to Facilitate Self- Regulated Learning

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University

# OVERVIEW

1. MOOCs in Higher Education
2. The Potential of MOOCs in Language Education
3. My Pilot Study: SRL in an Academic English Course
4. Behind the Scenes: Current Work

# MOOCs in HE

## DISTANCE EDUCATION

(McAndrew &  
Scanlon 2013)

## OPEN EDUCATIONAL RESOURCES

(Yuan & Powell, 2013)

## CONNECTIVIST PEDAGOGY

(Siemens, 2005)

“MOOCs are online courses designed for large numbers of participants, that can be accessed by anyone anywhere as long as they have an internet connection, are open to everyone without entry qualifications, and offer a full/complete course experience online for free”.  
(OpenupEd, n.d.)

# MOOCs in HE

## Machine Learning and Databases

(Bruff, Fisher, McEwen, & Smith, 2013)

## Academic and Professional Language Courses

(Godwin-Jones, 2014)

## Language Teacher Training

(Orsini-Jones, 2015)

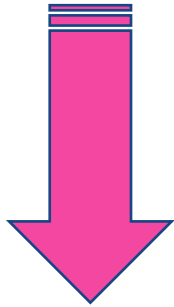
MOOCs provide opportunities for academic learning, professional development and self-regulated learning  
(Littlejohn, Hood, Milligan & Mustain, 2016)

# The Potential of MOOCs in Language Education

**Video-lectures**

**Readings**

**Discussion  
forums**



Listening  
&  
Pronunciation



Reading  
Comprehension

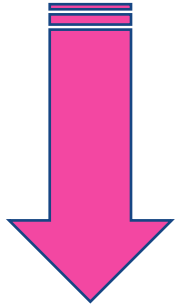


Writing  
Skills

➡ Pilot Study- ➡ Current Work

# The Potential of MOOCs in Language Education

**Beaven (2013)**



Students'  
motivation

**Titova  
(2017)**



Students'  
perceptions of  
their  
MOOC  
experience

**de Waard and  
Demeulenaere  
(2017)**



Students'  
language level  
and digital skills

➡ Pilot Study- ➡ Current Work

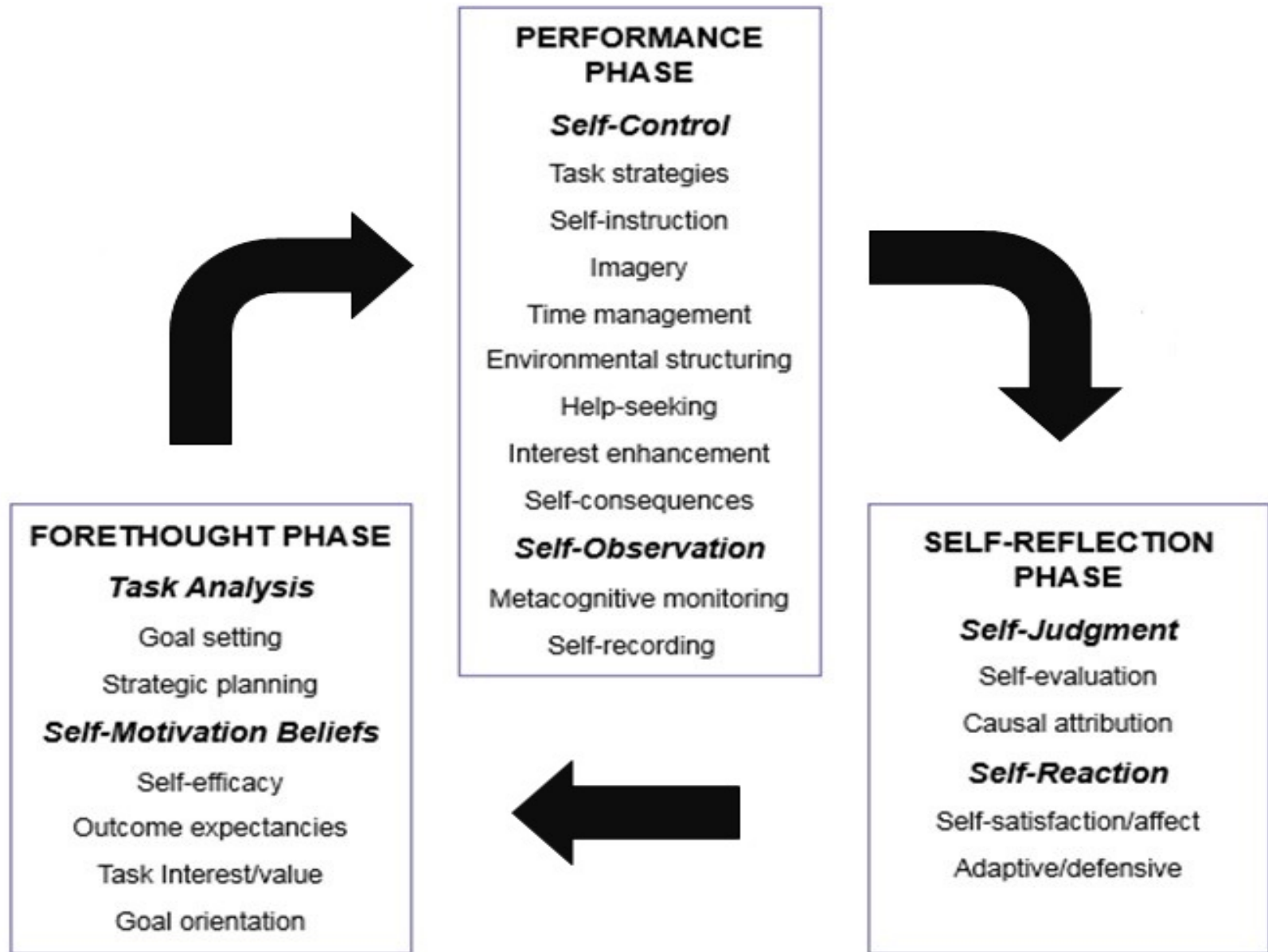
# Pilot Study: Exploring SRL in an Academic English Course Using MOOCs

**RQ1:** What are the SRL strategies that students in HE employ before engaging with MOOCs as part of an academic language module?

**RQ2:** What are the SRL strategies that students in HE employ after engaging with MOOCs as part of an academic language module?

**RQ3:** To what extent does MOOC engagement promote the use of SRL strategies of students in HE?

# ZIMMERMAN'S SRL CYCLICAL MODEL (2000)





# Pilot Study: Exploring SRL in an Academic English Course Using MOOCs

## THIRTEEN PARTICIPANTS

(5) PhD Candidates

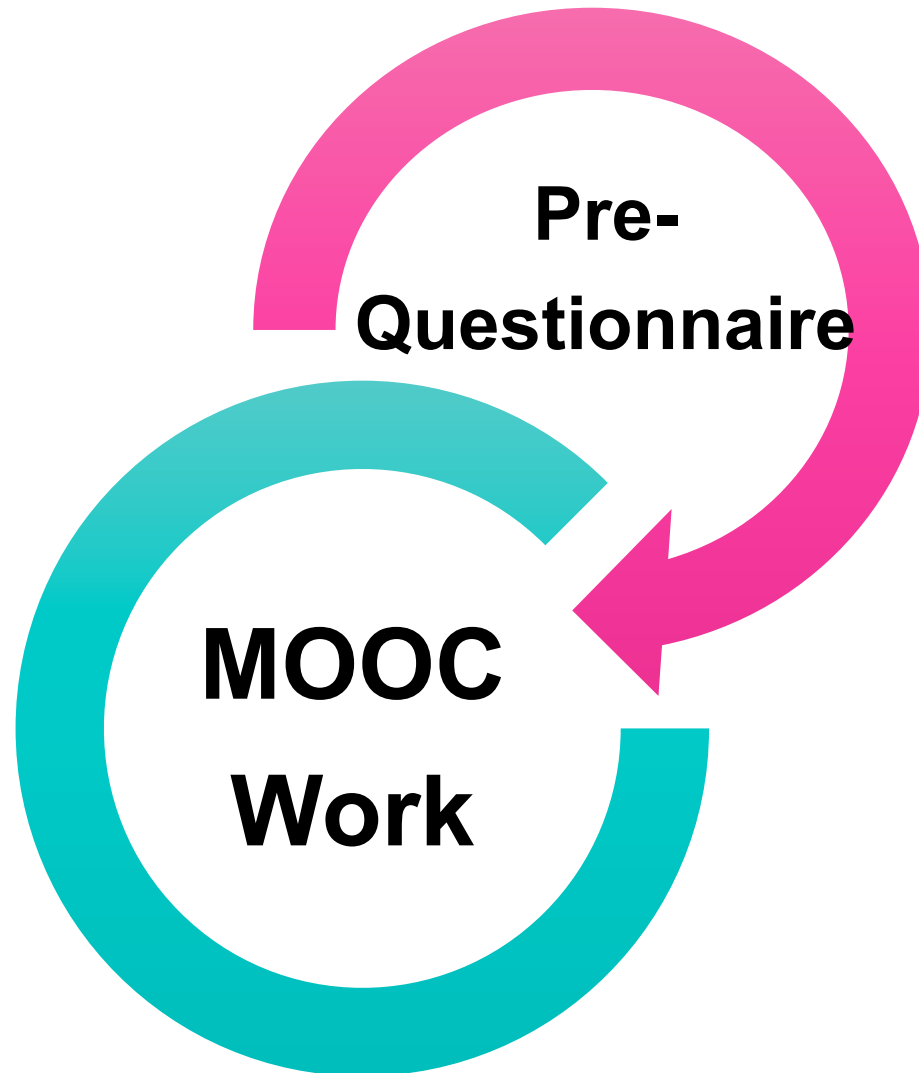
(4) Master's Students

(4) BA Undergraduates



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# Pilot Study: Exploring SRL in an Academic English Course Using MOOCs




# Pilot Study: Exploring SRL in an Academic English Course Using MOOCs

## Popular Online Courses

## CLASS CENTRAL

All Computer Science Business Health Humanities


[View all subjects →](#)

University of California, San ...  Coursera

Learning How to Learn: Powerful  
mental tools to help you mas...

42.8k students  
interested

★★★★★  
4387 Reviews

Goldsmiths, University of Lon...  Kadenze

Machine Learning for Musicians and  
Artists

4.7k students  
interested

★★★★★  
64 Reviews

University of Tasmania  Independent

Understanding Dementia

11.3k students  
interested

★★★★★  
1416 Reviews

Stanford University  Coursera

Machine Learning

University of Cape Town  FutureLearn

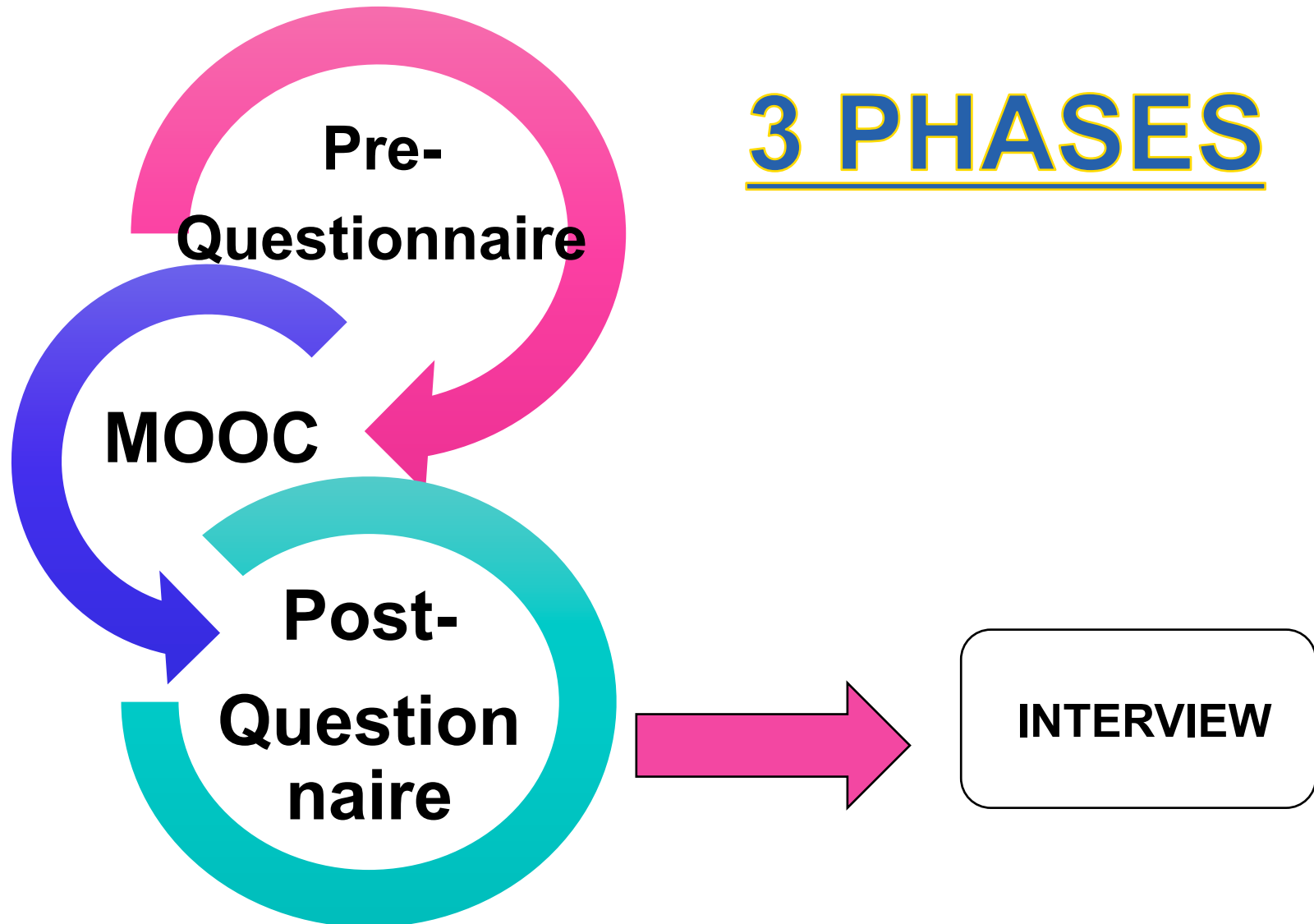
What Is a Mind?

Harvard University  edX

CS50's Introduction to Computer  
Science

# Pilot Study: Exploring SRL in an Academic English Course Using MOOCs

## 3 PHASES



# DATA GATHERING TECHNIQUES



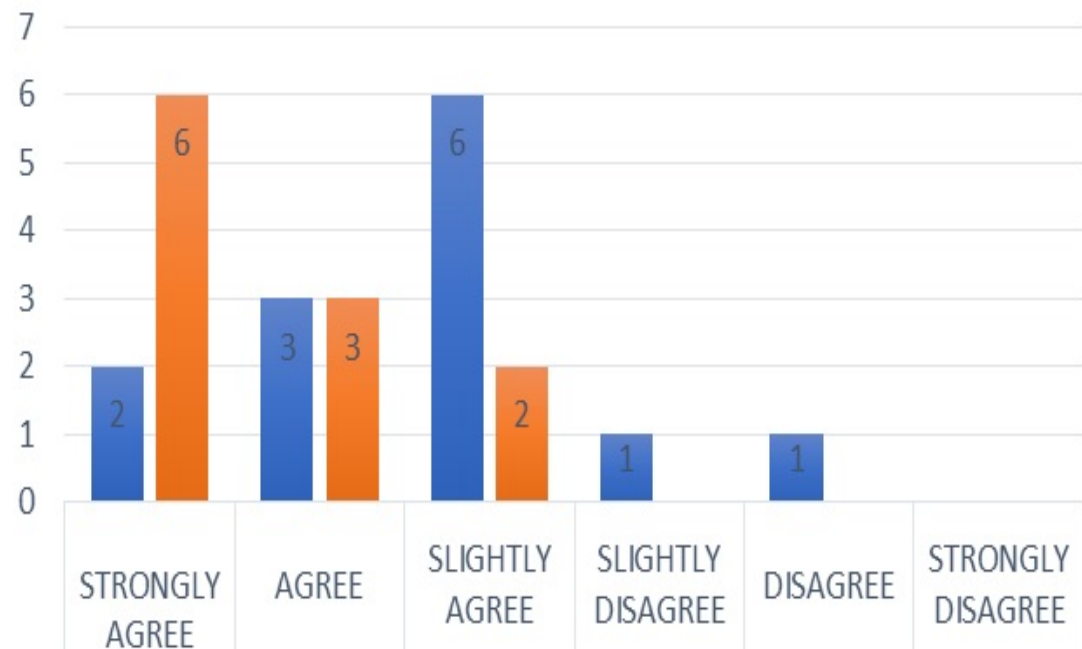
**Motivated Strategies  
for Learning  
Questionnaire  
(Pintrich et al., 1991)**

**(Littlejohn  
&  
Milligan  
(2015)**

# SOME FINDINGS FROM THE QUESTIONNAIRES

## FORETHOUGHT PHASE (Strategic Planning)

I review the course description to see how it is organised...

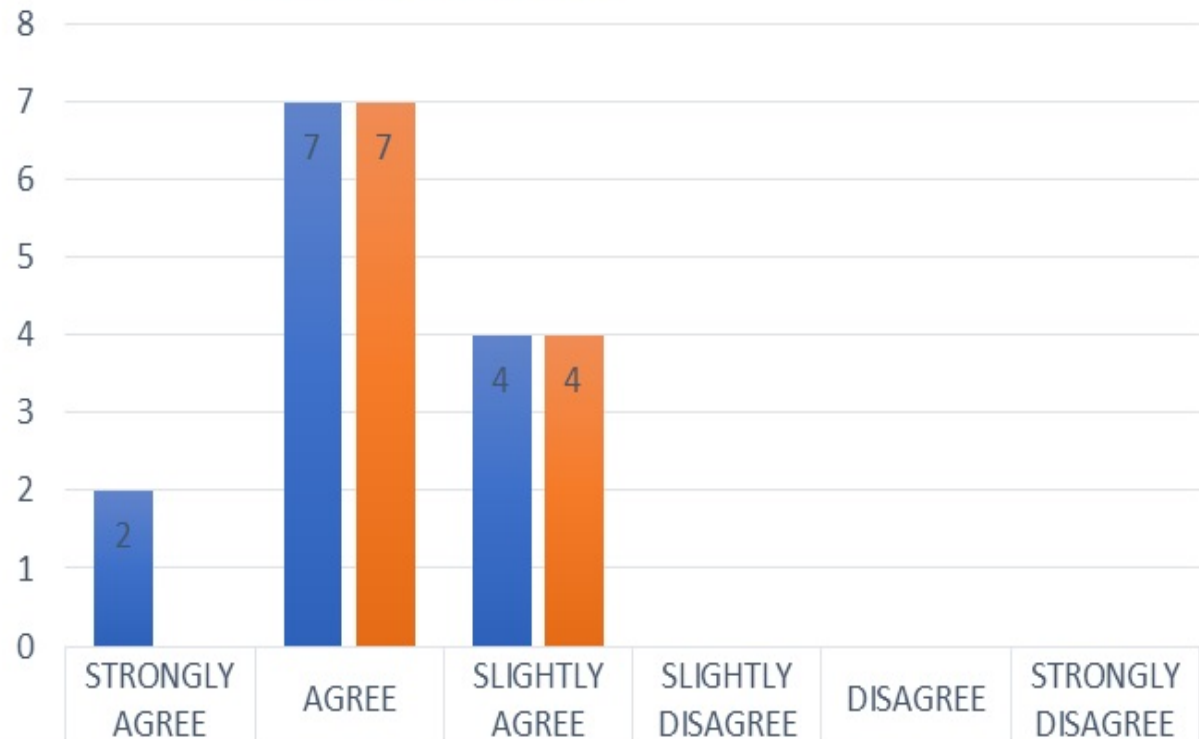


■ PRE: Before enrolling in a language course	2	3	6	1	1	
■ POST: Before enrolling in the MOOC	6	3	2			

# SOME FINDINGS FROM THE QUESTIONNAIRES

## PERFORMANCE PHASE (Task Strategies)

I memorise key words or expressions to complete the activities...

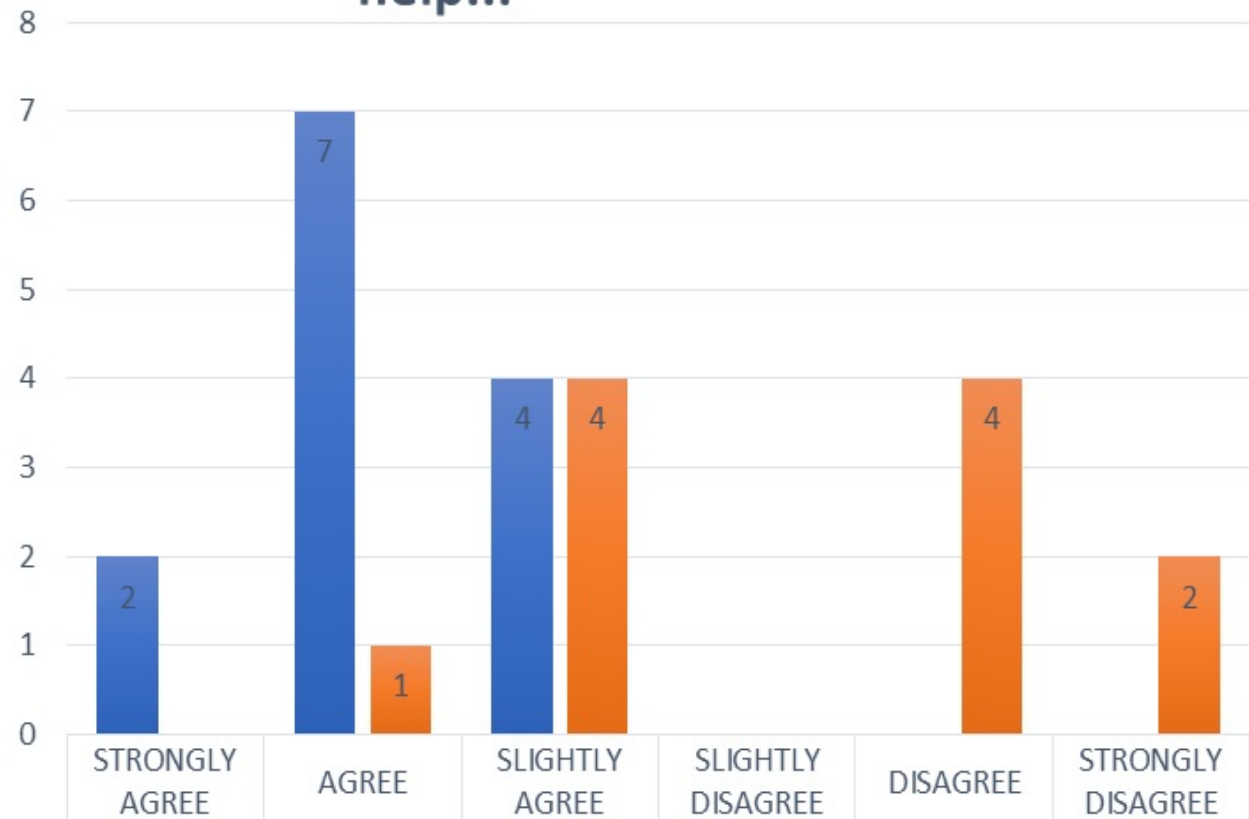


■ PRE: in the language course  
■ POST: in the MOOC

# SOME FINDINGS FROM THE QUESTIONNAIRES

## PERFORMANCE PHASE (Help-seeking)

When I do not understand something, I ask others for help...



■ PRE: in the language course	2	7	4			
■ POST: in the MOOC		1	4		4	2



## SOME FINDINGS FROM THE INTERVIEWS

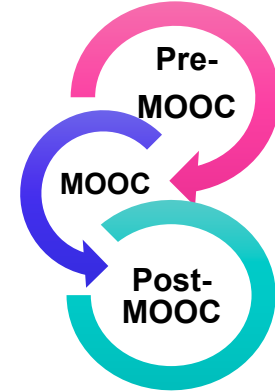
### PERFORMANCE PHASE (Metacognitive Monitoring)

“I never thought about using a MOOC actually to learn English and **the course itself give me the idea to use the MOOC as a way to improve pronunciation**, and to be able to speak and compare the speaking with the reading [the video script]. **I’ve been pronouncing the same words all over the years in a completely wrong way** ” INV-003-ITAL-F-PhD-01

## SOME FINDINGS FROM THE INTERVIEWS

### SELF-REFLECTION PHASE (Adaptive)

“Ok, yes because **at the beginning** I started like I don't know it was quite an exam. **A university exam.** So, I had the idea to do all and to finish it. **And then I realised it was not the good strategy for a MOOC** then I did, for example, two or three hours a week. And, in that time I did ok, **today I am gonna do some writing**, today I am gonna do something about **reading**, today I am gonna do something about...so I, I mean **I divided the thing or the MOOC with some little aim week by week.** So, today I'm going to do that... so, that was the process, the work I did with the MOOC.” INV-001-ITAL-F-MA-05



## RESEARCH QUESTIONS

RQ1

- Strategic Planning (to be prepared for the upcoming classroom activities)
- Learning Task Strategies (usage and adaption of effective strategies)
  - Help-seeking

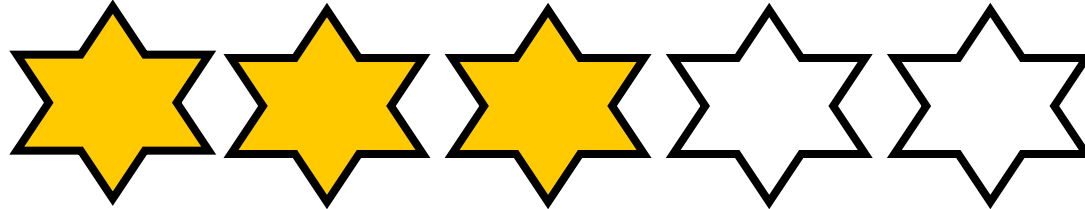
RQ2

- Strategic Planning (to see how the MOOC is organised)
- Learning Task Strategies
  - No Help-seeking

RQ3

The results obtained were not significant enough to provide the basis of an answer to RQ3.

# REVIEWS

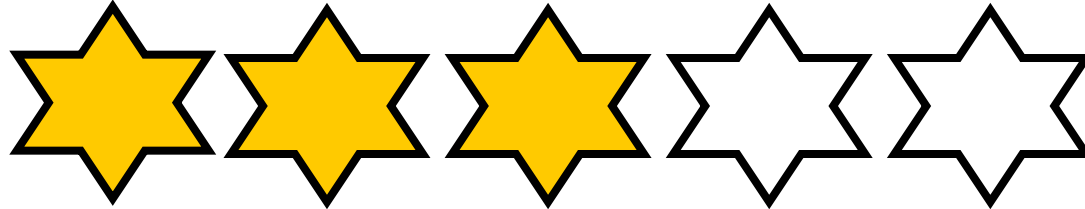


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“...even if my first aim was to improve vocabulary, **then I found some interesting topics that could be related to my research field and my doctorate research proposal**, so I started to following this MOOC to search for other resources and also courses abroad”

INV-003-ITAL-F-01.

# REVIEWS



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**“At the beginning I just thought the MOOC and the English course was just another course of English ... and then I realised it was a bit different from all the other English course I did. (Teacher’s name) and the MOOC are teaching me how to use my skills for example, I mean something that it’s more concrete than just an English course with**

## Behind the scenes: Current Work

1. English  
Course for  
Academic and  
Professional  
Purposes

2. Language  
Courses: French-  
Italian-Spanish  
(LMOOCs)

- **SEMI-STRUCTURED INTERVIEWS**
- **WEEKLY MONITORING SURVEYS**
- **SRL ONLINE QUESTIONNAIRE**
- **REFLEXIVE PHOTOGRAPHY**

## REFLEXIVE PHOTOGRAPHY

<https://www.futurelearn.com/courses/empire/17/steps/503158#fl-comments>

“Reading and particularly answering to some notes left on it by my online course fellows, I was able to improve my communicative skills... Through the forum you can also get able to recognize different registers of the language used, ranging from the very colloquial to the doctoral one” (P02)

Follow 23 MAR

That the British empire grew is not a surprise. It is incredible that it was lost in such a short time. History is full of empires. Empires require a sense of direction and central command. The British political class lost its way in the period following the second world war. They began to believe their own propaganda. The empire was good for the conquered peoples and when they had reached a level of civilization they should be released to join the world of nations.

The central question is what part of the British society did the empire benefit. The Norman/Viking class at the top of the British system understood that the empire was theirs. When the labour party took government after the war, the policy would have been one of disengagement. The empire was not worth the loss of any more british blood. If you are not willing to kill and steal you cant have an empire.

Like 2 Reply Bookmark

Flag

Mute this conversation

26 MAR

When Mr. Churchill met Mr. Roosevelt in Canada at the beginning of 1942, just after the entering of the USA in the war, he easily ceased the leading role of British Empire to USA, being clearly aware that no longer Britain should be able to rule the world exiting from the war (he was even not sure to win the world without the american ally).

It wasn't a matter of lacking of bravery, but quite a forward-looking choice of Churchill's leadership, in a new world were the fight would be between superpowers, which UK could never be able to deal with.

**TO BE CONTINUED...**  
**THANK YOU**

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