MOOCs and Competencies for Higher Education Transformation:

An Activity Theory Analysis

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Overview
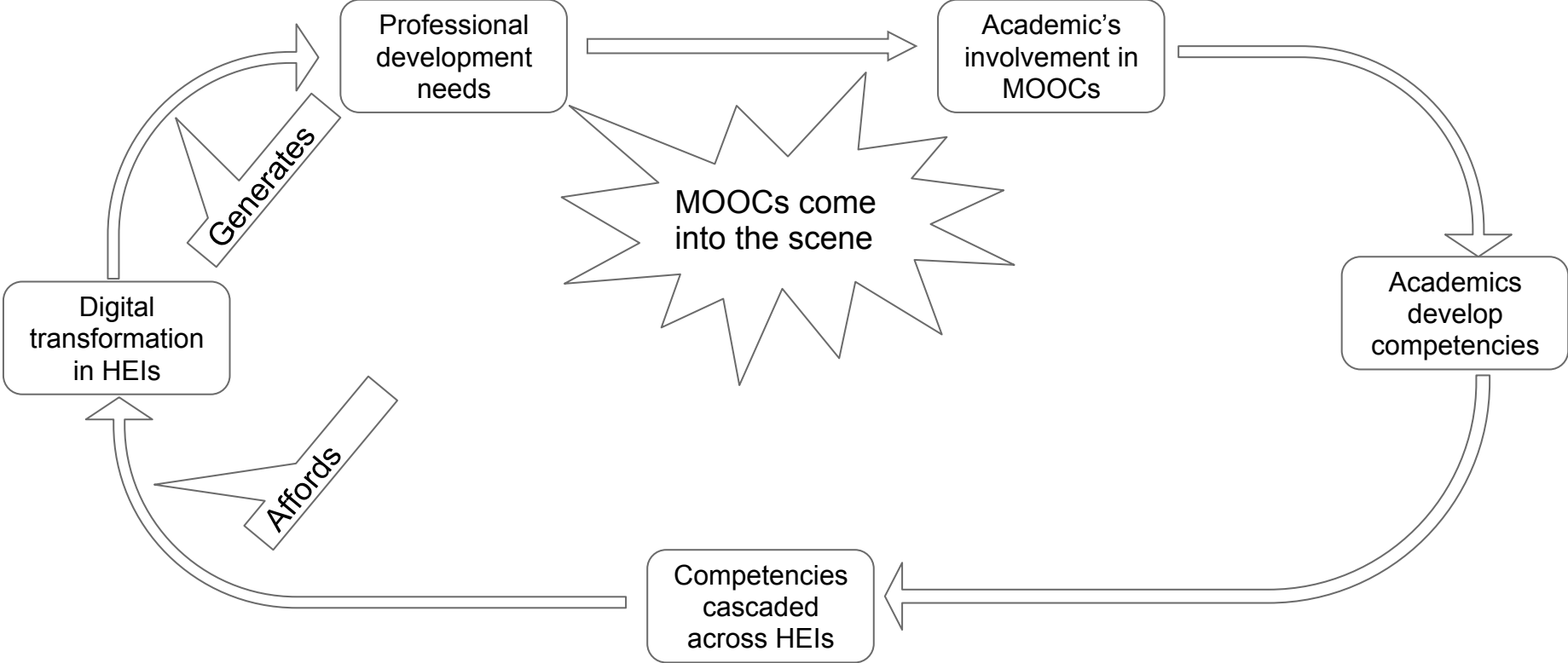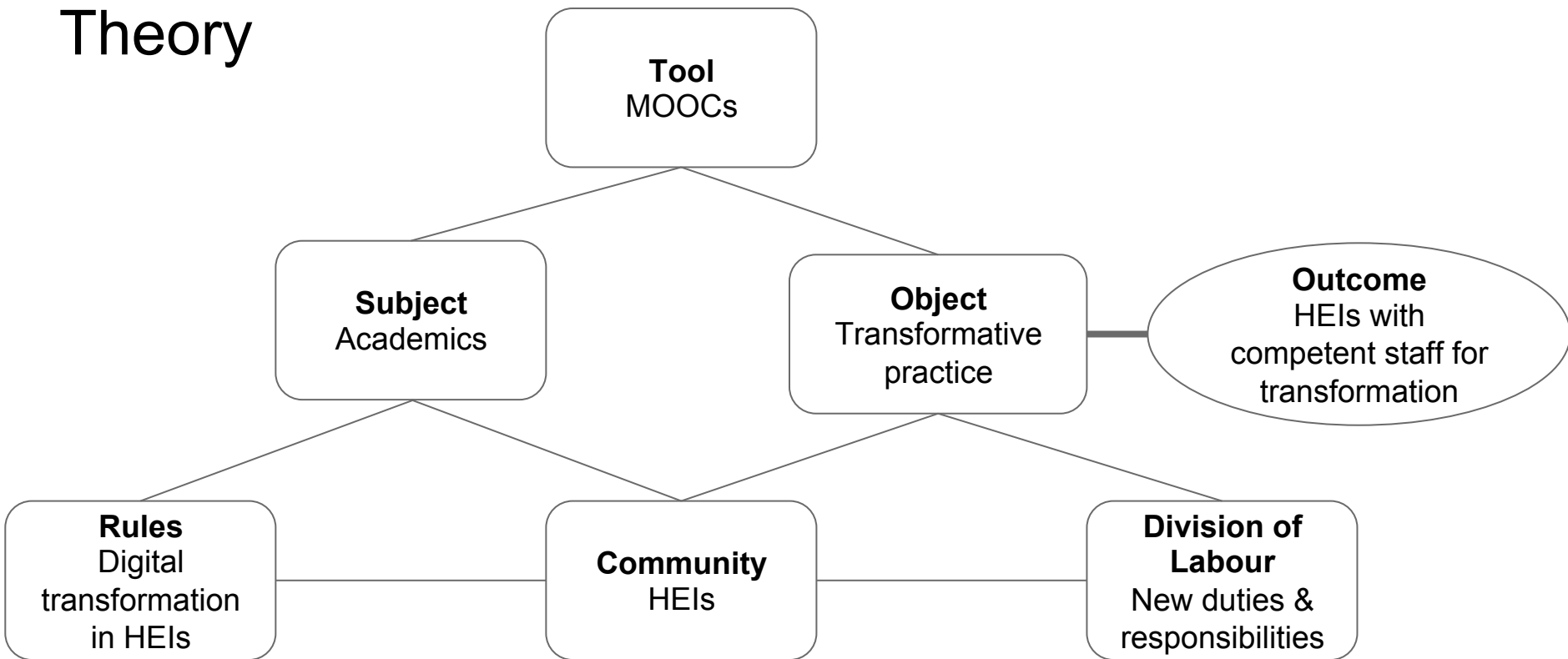
Context & Narrative

Theory

Questions

Methods

Findings

Conclusion

Context & Narrative

Theory

Questions: long version

- Q1 What competencies do academics develop as a result of their involvement in the production and delivery of MOOCs?

  - How do these competencies contribute to transformation in digital practice?

  - How does the massiveness and openness of MOOCs influence their teaching practices, both online and on-campus?

- Q2 How do academics respond to the digital transformation demands of HEIs as a result of being involved in MOOCs?

  - What kinds of operational and workload concerns arise for academics involved in MOOCs, in relation to wider online/ digital learning tasks?

  - What kinds of new work dynamics and relationships arise when academics are involved in MOOCs and other forms of digital/online learning?

- Q3 What opportunities can MOOCs bring to HEIs for a digitally competent workforce?

  - How can the teaching quality of HEIs benefit from the adoption of MOOCs in their portfolio?

  - How can the digital preparedness of HEIs benefit from the adoption of MOOCs in their portfolio?
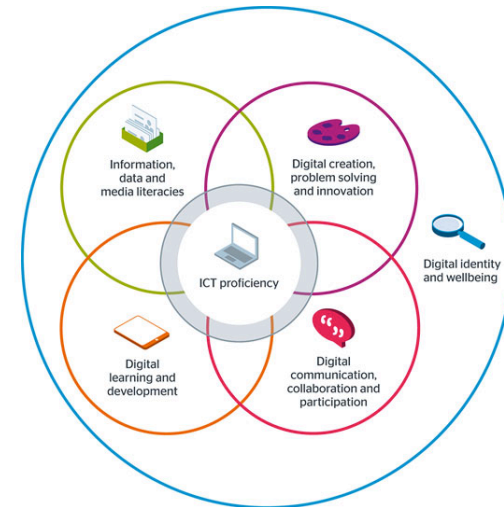
Questions: short version

"How does producing and delivering MOOCs enhance HE academics' competencies in digital and online environments?"

Competency frameworks used

UKPSF
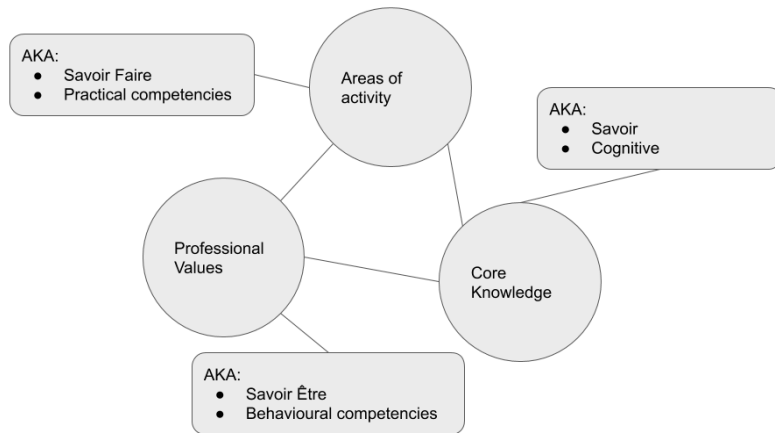
JISC digital capabilities

Methods (long version)

| Data sources	Data analysis	Key findings	Triangulation
Desk study	Content analysis used for desk study, template analysis used in the rest of studies	Findings in each of the studies informed the creation of the template for the subsequent studies	A new template, bespoke for this thesis, created in light of findings from all previous studies.
Focus groups			
World cafe			
Interviews (academics)			
Interviews (experts)			

Methods (short version)

- Interviews with
  - PhD students as MOOC mentors
  - Lecturers & professors
  - Ed tech expert academics
- Document analysis
  - Discourse analysis of journalistic literature
  - UK Russell group digital strategy documents
- Data analysis
  - Content analysis
  - Templatel analysis

The template & findings
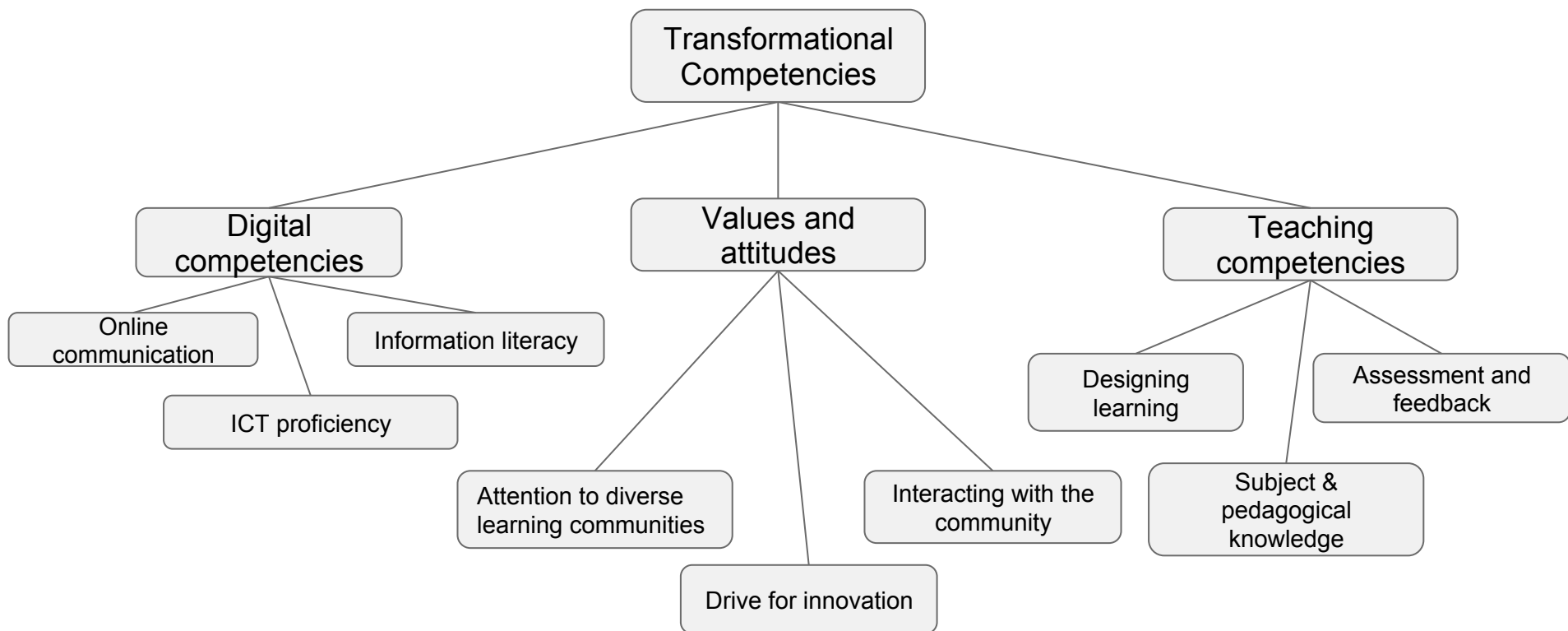
Conclusions

- 'MOOCs as a shining beacon' for transformation
  - MOOCs challenge pedagogical assumptions
  - MOOCs stimulate innovative attitudes
- Internal policy is needed
  - Champions cannot make it on their own
  - When policy is firm, knowledge cascades better…
  - ...and there is bottom-up response