

Exploring how educators learn how to teach in massive open online courses

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Outline

- Research Question
- Multiple Case Study approach
- Integrative Pedagogy Framework
- What do we find out from the study so far? –
Lessons learned
- What can we do now to support educators? –
Recommendations for better practices

Research Question

How do **educators** **learn** how to **teach** in massive open online courses (**moocs**)?

- **Educators** : PhD students, lecturers, professors, a librarian, learning designers, the head of an organisation related to education
- **Learn**: from training, in practice, in collaboration with colleagues, self-regulation (*integrative pedagogy*)
- **Teach** : design, run and facilitate
- **Moocs**: courses offered via FutureLearn



Multiple case study

7 courses (4 in history, 3 in politics) lasting from 3-6 weeks

28 interviews with the following **participants**:

- PhD students (6) : facilitation, writing in external blogs
- Lecturers, professors and a librarian (16) : academic content and facilitation –1st mooc for most of them-
- Learning designers (5) : course design in FutureLearn
- A member of staff of an organisation related to education (1) : marketing of the course

Integrative Pedagogy Framework



Tynjälä et al (2014). TEL@work: Toward integration of theory and practice. *British Journal of Educational Technology*, 45(6), 990–1000.

Tynjälä et al (2016). Developing social competence and other generic skills in teacher education: applying the model of integrative pedagogy. *European Journal of Teacher Education*, 39(3), 368–387.



What do we find out from the study?

Lessons learned

Theoretical Knowledge

- *'We are given **so little guidance** you think that you can be so creative , and then you realize that actually you can't and then you start getting really frustrated..'*

001_CaseA_Educator_F

- *'I haven't received **any formal training** [...] how things need to operate or what the key issues might be or anything like that'*

004_CaseA_Facilitator_M

- *University did [offer training] which was really interesting just to find out what your **online presence** was and how you could improve it and tighten up certain aspects with some people of what their online presence was'*

010_CaseC_Facilitator_F

Practical Knowledge

- *‘So **we changed** that, made it slightly easier or quite a lot easier and the **second** step even easier in the **third** time and we deleted it completely, we got rid of it, because it wasn’t working [for learners]’*
- *I filmed the Q&As myself, you know set up the camera and you know.. went in front of the camera, that worked out fine, I mean I was using that format but each week there was a different challenge with the video [...] that was a challenge that sort of met, but [...] I don’t have a great deal of **experience filming**..’*

003_CaseA_Educator_M

007_CaseB_Educator_M

Theoretical & Practical Knowledge

- *‘Some of the problems we had were to do with **legal issues** because you know, it’s very common for people to deliver a lecture and they have images gathered from all over the place, [...]and **that’s fine in the context of the classroom..**’*

009_CaseC_Learning Designer_F

Sociocultural knowledge

- *‘It’s a good help because then **you don’t need to sometimes find the answer yourself**, you can just refer to someone that knows already the answer’*

006_CaseA_Facilitator_F

- *‘The people who suggested to do this and offered me the role were aware that I could do more, more with less and so they were willing to capitalise on that, but I don’t think it will be right for everyone and I don’t think that in future everyone would be willing to .. or able to do a course basically completely **on their own**’*

007_CaseB_Educator_M

Self-Regulative & Practical knowledge

- *‘..Because everything is being published online there is a heightened awareness of the need to get permissions for all the materials we use which you don’t get when you are teaching live, but **it made you very aware** and it’s given me some useful resources for getting Creative Commons images which I now use and build my own teaching practice’*
027_CaseG_Educator_F
- *‘I’ve never put so much effort into thinking about how, you know what I actually wanted to teach, how best to communicate that.’*
003_CaseA_Educator_M
- *‘I have a lot more expertise, **technical expertise** than I normally had available to create really interesting resources for the students’*
26_CaseG_Educator_F

What do we see from the data about educators?



- Limited or no guidance
- Learning mainly through practice
- Repeating a mooc strengthens their experiential knowledge
- Reflection on their learning through mooc experiences
- Collaboration with colleagues – expertise
- Change of practice through future iterations of the course as a result of learners' feedback
- Change of practice as a result of new skills acquisition

What can we do to support educators?



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Recommendations for better practices

- Guidance and training to educators with regards to filming, editing, online presence, copyright and legal matters on moocs
- Apprenticeships to non-experienced educators
- Collaboration among educators with different expertise to create more effective moocs

The Role of Educators in moocs is changing

New skills through training & collaborative work



Thank you ☺

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