



MOOC teacher identity and MOOC spaces in Arabic MOOCs

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Outline:

- Sociomateriality
- Spatiality
- Arabic MOOCs context
- Gift giving & Entrepreneurship



Sociomateriality

- Posthumanist stance: place human not above materials but *among* them.
- *Relational ontology* (There are no inherent differences between the social and the material) (Latour, 2005)
- All things – human and non-human, hybrids and parts, knowledge and systems – emerge as *effects* of connections and activity.

co-constructed
turbulent
entangled enacted
dynamic hybrid
space
performative
assemblage
emergent
generative
relational

Spatial approach

- Space is dynamic entity produced by the social and material interactions which take place “within it”
- *Spatial metaphors* (region, network, fluid, fire) (Mol&Low,1994, 2001)
- *Spatial imaginaries* to describe how participants relates and what spatial formation is thereby created (Sorensen, 2009)



The question of whether a technology meets human aims becomes overshadowed by what knowledge comes about, what kinds of pupils and teachers are created when a particular arrangement of social and material components is established?

(Sørensen , 2009)





MOOC teacher identity

How MOOC teacher identity is expressed in MOOC spaces in Arabic MOOCs?

- Semi-structured interviews with 20 MOOC teachers.
- Visual data from MOOC courses.



Arabic MOOC Platforms

- Institutional MOOC Platform:
Runs by King Khalid University **KKUx**



- Self-directed MOOC Platform:
Courses run by individual **Rwaq**



- Entrepreneurial MOOC Platform: **Shorfah**



Islamic perspective on Knowledge

- Grace

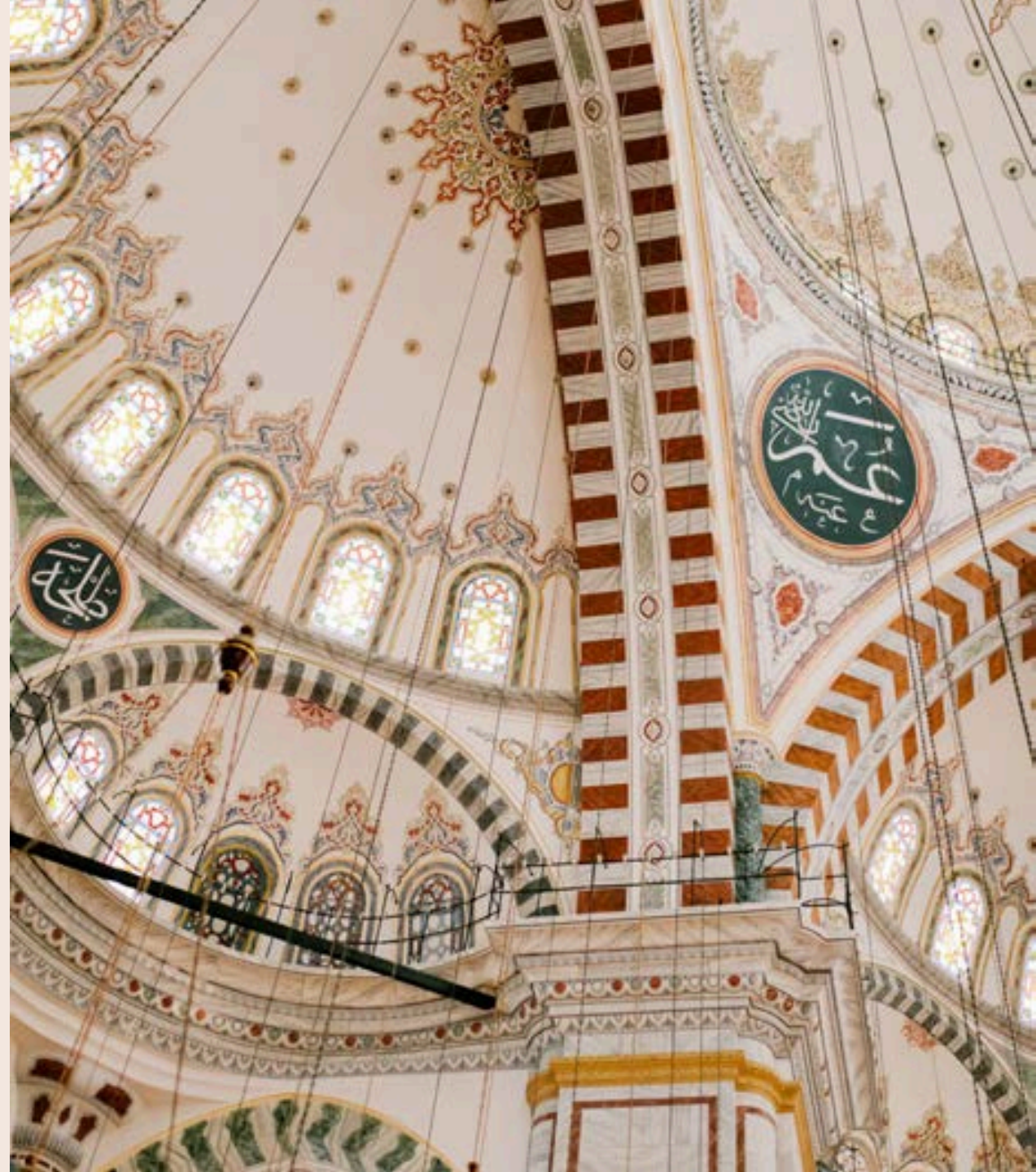
Zakat of Knowledge

Zakat = to grow

- Legacy

“When the human being dies, his deeds end except for three: ongoing charity, beneficial knowledge, or a righteous child who prays for him.”

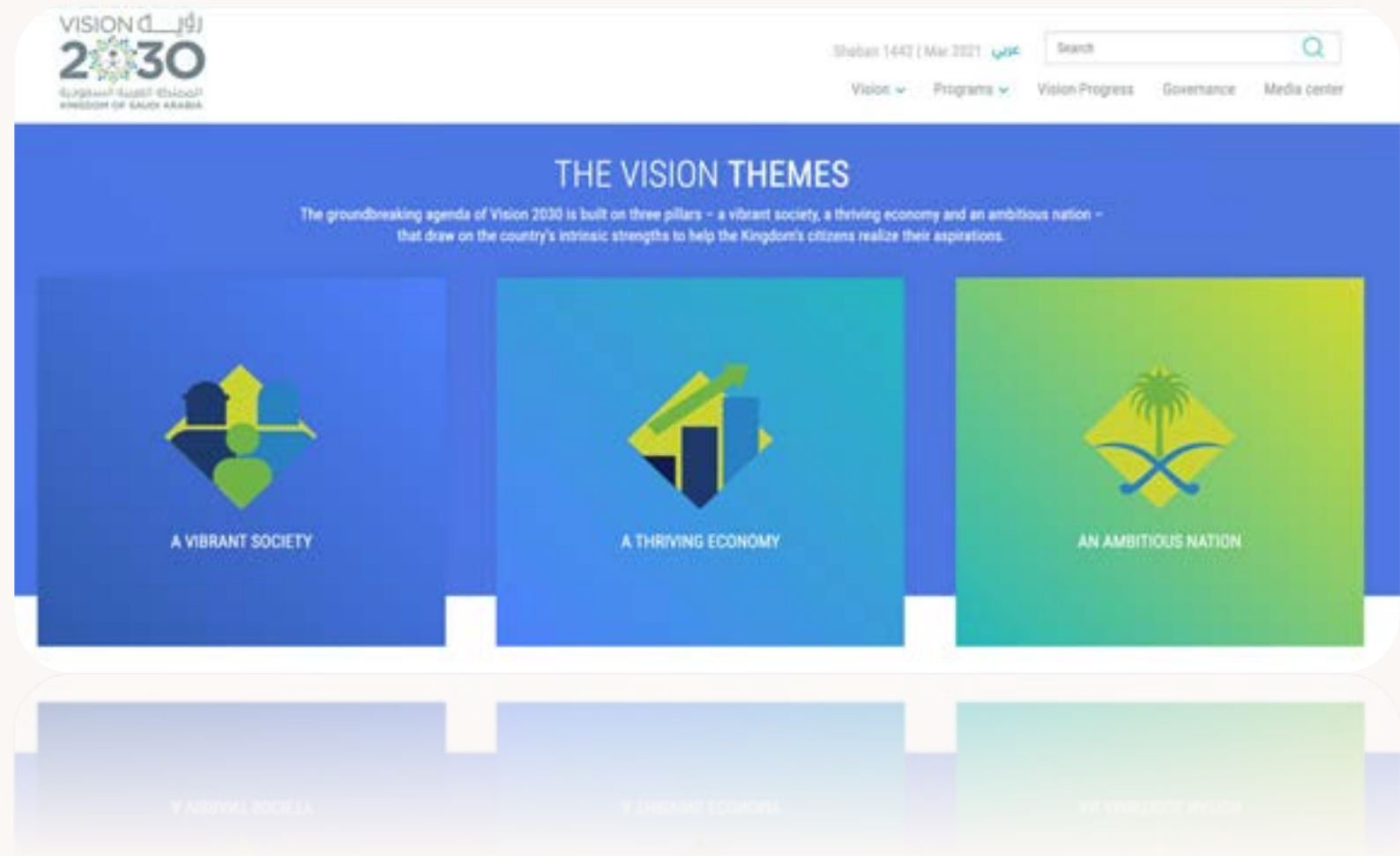
Prophet Muhammad



Saudi Arabia 2030 vision

Neoliberalism

Lower unemployment rate by supporting entrepreneurs and business opportunities



MOOC teaching Approaches in Saudi Arabia

- Gift giving approach
(Reciprocity)
- Entrepreneurial approach



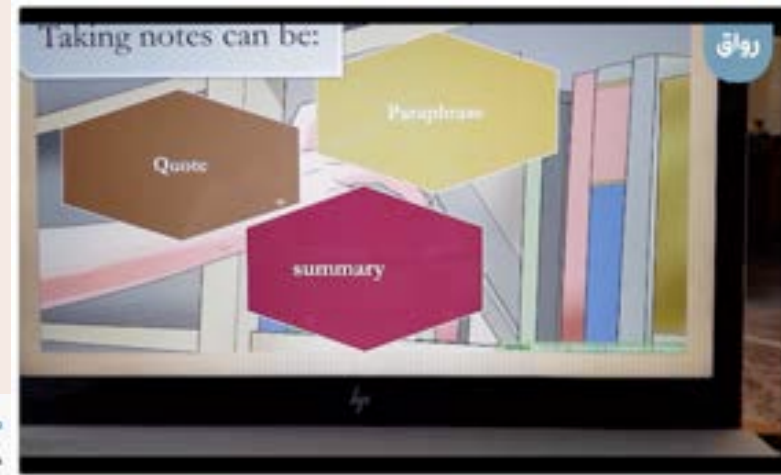
Reciprocity space

S1: Great lecture, but why you do not use video recording software instead of using an external camera that minimises the quality of the video.

It felt a bit weird watching the video. Thanks for introducing this course . Happy to be here 😊

S2: By contrast, the video quality was not very bad. The content is much more important than the medium

T: Thanks for you comment. I'll try to find alternative software. If I could not, excuse for my limited knowledge in using recording software.



Screenshot of discussion board



Responsive space

“There is no sufficient Arabic online content about the subject I teach (Networks). If you compare what you will get from searching about “IPV6 address”, which is a well-known term in Networks, you will get plenty of resources in English ; whereas searching in Arabic brought very few and inadequate information. The scarcity of online Arabic content makes me feel as a specialist that I need to do something!”

“I believe that the tourism sector attracts government attention. Saudi Government aims to make hospitality sector as a second main source of income after the oil by 2030. It has been introduced latterly as an academic speciality in Saudi Universities for both genders”

Student: Publishing the entire course once would allow everybody to follow the course at their own pace. Personally, I prefer to have the entire course and learn pace and state as the circumstances may prevent me from following the course week by week. . It allows me to finish the course and use the rest of the time on practice.

Teacher: This course meant to be interactive and constructive. Getting your feedback and comments allows me to add and edit the course structure based on needs. So, can gave you useful thing. If the whole course was published all at once, it would be like YouTube videos. When the course is finished by 17th March, it will be archived and students and join the course for benefit purpose without having a certificate.



Screenshot of discussion bord

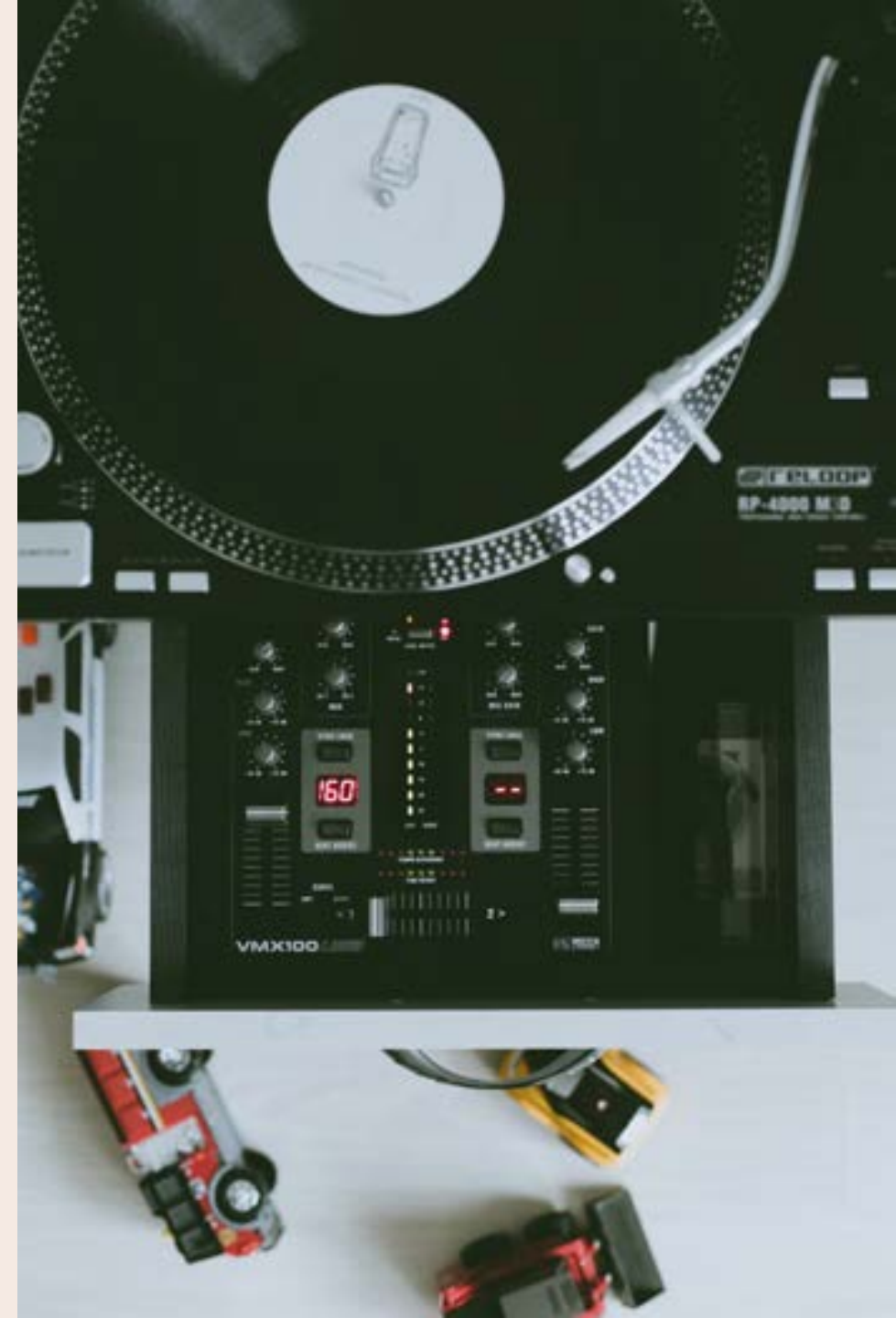
Marketing space

I finally took the decision and decided to put this course online. This was before I went on maternity leave. I've done this course in person many times. I knew at that time that I will be off from work for a long time. So, having this course online gave me the sense that I am doing something and being productive whereas, in reality, I am not!



Documentary space

“ So proud to have this documented visually. It documented my life, my knowledge. I have been teaching in university for many years and gave so many lectures non of them was archived, except the one I taught online ”



- Teacher expresses their identity in multiple forms and in a way that situated the spatial formation constructed by both social and material dimensions.
- Generosity and self-interest are linked in the act of gift-giving. (Mauss ,1923).
The entrepreneurial model & Gift giving model are not contradictory, rather are complementing each other.
- “Best online teaching practice” neglects context rather teaching enacted within specific networks and is situationally contingent and inherently multiple. Bayne *et al.* (2020)

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