

# Investigating the transformative potential of MOOCs for professional development on the large scale

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# A moral imperative: to meet the global demand for higher education

## Higher Education

By 2025, the global demand for higher education will double to ~200m per year, mostly from emerging economies [NAFSA 2010]

## Teacher professional development

To achieve universal education for *263 million children and youth who are out of school*, the number of teachers needed by 2030: 68 million [UNESCO 2016]

## Professional development

85% hard-to-fill jobs are due to lack of digital skills [UK, 2016]



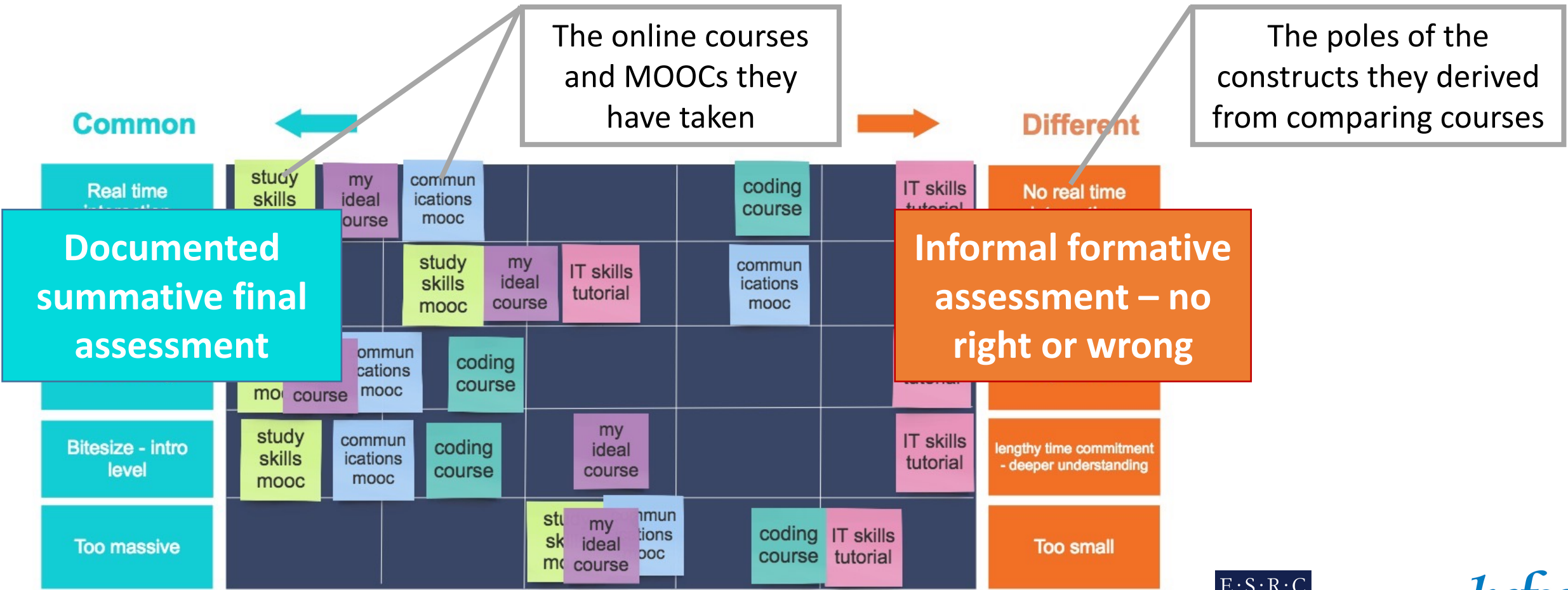
# The positives and negatives of MOOCs for student learning on the large scale

- MOOCs reach very large numbers globally (7m on FutureLearn)
- So can be a mechanism for addressing the big challenges
- They can support
  - free access to new knowledge
  - social learning
  - automated testing
  - peer review
- They do not support personal nurturing for students
- These are good pedagogies for professional development

# Understanding online pedagogies for scaling up professional development – types of data

- Repertory Grid Technique for how teachers construe their experience
  - Derives from Personal Construct Theory (Cohen et al, 2007)
  - Interviewee selects 5 online courses/MOOCs as learning experiences
  - Then compares 3 online courses as learning experiences
  - What makes two similar and different from the third?
    - Poles of their own constructs as their evaluation scale for MOOCs
- Participants' constructs guide the interview
- Virtual 1-1 workshop: [Realtimeboard.com](https://Realtimeboard.com)

# Understanding online pedagogies for scaling up: Assessment of professional development



# Online pedagogies for scaling up assessment of professional development: Peer review

Each student

- creates first draft using rubric
- reviews 2 student drafts
- checks their feedback
- revises their draft
- submits to tutor

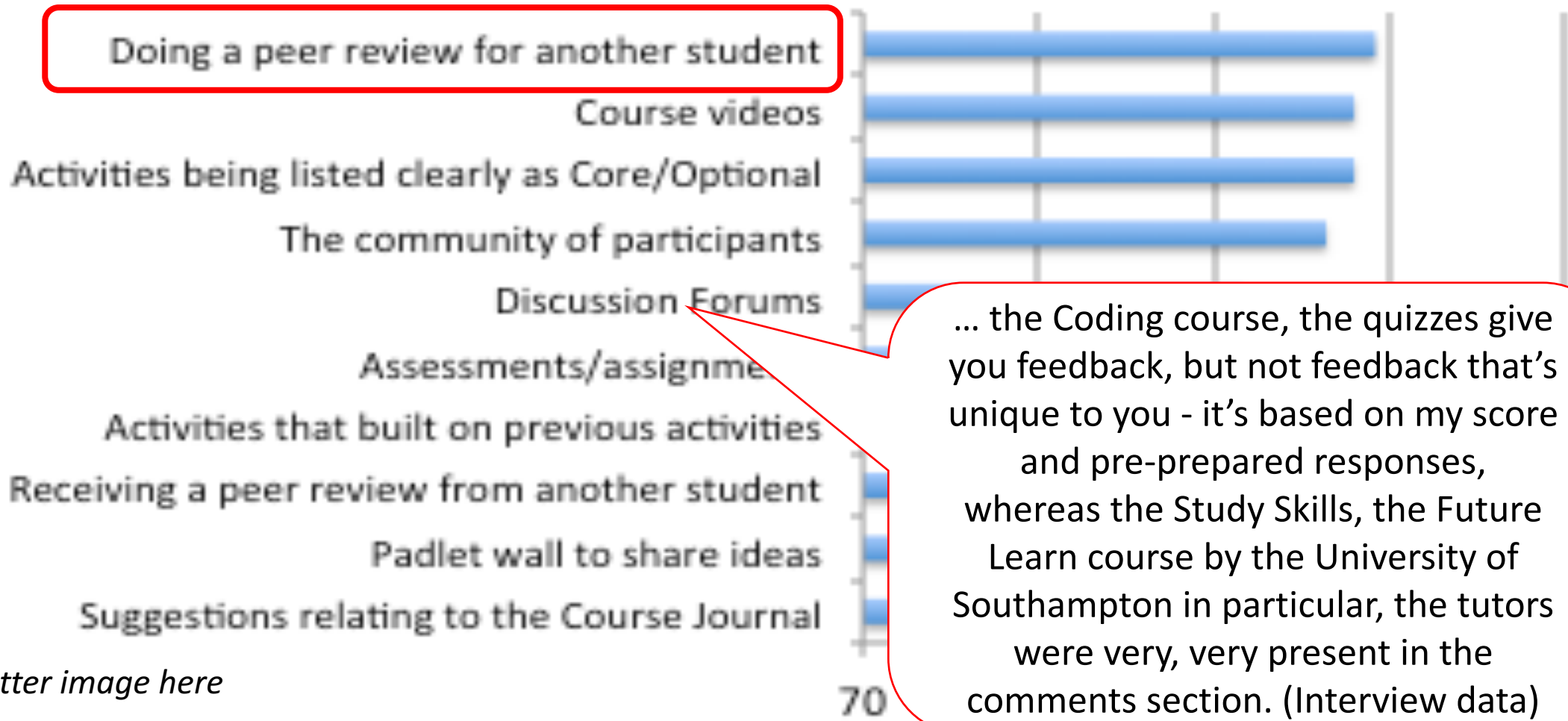
Tutor selects a few and gives general feedback

- Run by the platform for any number of students

Giving feedback to my colleagues gave me the opportunity to reflect on my own planning and how effective my text was and whether I was applying technology to really add value to my learner's learning. Great opportunity. (Survey data)

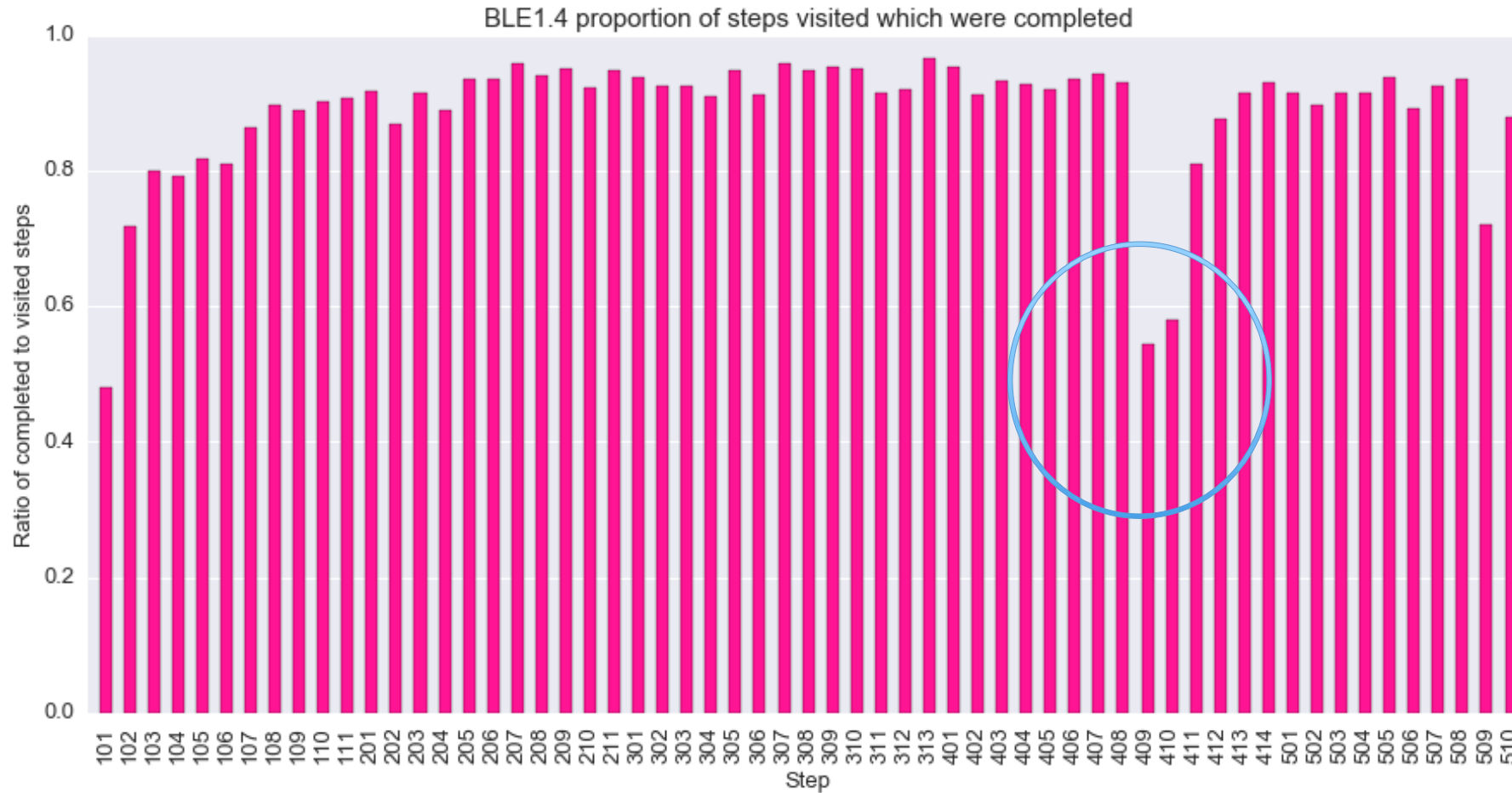
I found the peer review more interesting in the terms of what kind of writing it made me do, rather than the feedback I received. (Interview data)

# Online pedagogies for scaling up assessment: Survey data on the relative value of pedagogies



*Needs better image here*

# Platform data helps to guide design improvements: the case of peer review



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# The cascade model for the large scale: from MOOCs for professionals to local student groups

- MOOCs for local professionals who need new skills
- Co-design professional development MOOCs to support local needs
- MOOC resources also support local blended learning in small groups
- So the cascade model impacts small local groups on the large scale

