

The Development of an International MOOC for Teacher Training in Educational Technology: *Lessons Learned*

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Topics Covered

1. The design of the MOOC
2. Quality Assurance
3. Using MOOCs for professional development
4. Lessons Learned

Designing the MOOC

Background:

The AE e-Teacher Program



- Funded by the U.S. Department of State
- Provides online TESOL teacher training
- Participants nominated by U.S. Embassies
- Global Online Courses (GOCs)
 - 8-week classes with instructors and mentors
 - developed/delivered by academic partners (e.g., ISU)
 - feature free materials (open source content)
- Massive Open Online Courses (MOOCs)
 - facilitated and self-paced MOOCs
 - adapted from GOCs



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GOC

25 participants
per course



8-week course



Instructed
course



More **content** &
personalized **feedback**



MOOC

Unlimited number of
participants per course



5-week course



Facilitated
course



More **self-study**



Transitioning from 8 to 5 Weeks of Content

8-Week GOC	5-Week MOOC
Introduction/Overview	Introduction/Overview
Vocabulary	Lexicogrammatical Skills
Grammar	
Reading	Literacy Skills
Writing	
Listening	Oral/Aural Skills
Speaking	
e-Portfolio	Lesson Planning for Technology Integration

Course Instruction

- Written content
- Video instruction
- Slide presentations
- Self-grading quizzes
- Discussion boards
- Self assessments

▼ Week 3: Technology for Teaching Listening and Speaking

Unit 3: Overview

Listening and Technology

Unit 3: Introduction to Listening and Technology

Unit 3: Introduction to Listening and Technology - Follow-on quiz
May 6, 2018 | 5 pts

Speaking and Technology

Unit 3: Introduction to Speaking and Technology

Unit 3: Introduction to Speaking and Technology - Follow-on quiz
May 6, 2018 | 5 pts

Unit 3: Technology Tools for Teaching Speaking

Unit 3 Discussion: Teaching Speaking in Large Classes

Unit 3: Self-assessment
May 6, 2018 | 10 pts

Unit 3: Summary

The MOOC: *Technology in the English Language Classroom*

- 10,799 enrolled
- Instructor-facilitated
 - Respond to Instructor Support Discussion
- 5 weeks
 - Requires 3-5 hours/week workload
- Alumni-supported
 - Respond to discussion posts
- Completion Rate ~30%
 - 2,954 participants completed all modules (~30%)
- Badging
 - 2,427 badged participants (~22%)

On average, the completion rates for MOOCs is about 13%

(Onah, Sinclair, & Boyatt, 2014).

Participants' Badges

- Unique
- Visual
- Shareable
- Verifiable
- Encoded
- Demonstrative



AE E-Teacher Spring 2018 Using Educational Technology in the English Language Classroom MOOC Badge

api.badgr.io



1 Like



Like



Comment



Share

Quality Assurance & Professional Development

High-Performing Alumni Profile

- Nominated by 8-week course instructors
- Criteria
 - digitally literate
 - communicative
 - positive
 - productive
 - interactive
 - motivated
 - responsive

Rationale for Alumni as Facilitators

- Professional development opportunity for GOC alumni
- First-hand understanding of participation
- Helps with high-volume of participants in MOOCs



Unit 2 Discussion: Reflecting on How to Find Reading Texts

[All Sections](#)

Last post at Nov 13, 2018 at 4:52pm

3826

4069



Training the 14 Alumni Facilitators

- Recruited high-performing alumni from the GOC to be facilitators
- Adapted a model of course facilitation from another AE e-teacher MOOC
- Training and guidance
 - Explaining agreement/disagreement
 - Responding with probing questions
 - Referring back to the readings/videos
 - Handling inappropriate behavior
 - Identifying key themes
 - Dealing with technical issues
 - Maintaining unconditional positive regard
- Scheduling
 - Two discussions per week
 - Facilitators split time between the two
 - Google sheet for scheduling facilitator presence online



| **Guide to Moderating Discussion Boards in American E-Teacher MOOCs**
(adapted from World Learning)

An example of facilitator work:

Anwar,

I am glad that you are inspired to try some of the new technologies that were introduced to you through this course. I did experience the same amazement going through the course. Trust me, you will feel empowered once you learn more about using these tools in class. They make your job comfortable and successful.

All the best,

Gabi, Alumni Facilitator for the AE E-Teacher Program

[View in discussion](#)

Discussion Board → HPAF Report → Announcement

Discussion Board

- Participants posted about content and replied to peers
- Wrote about experiences



HPAF Report

- Alumni read & commented on posts/replies
- Synthesized themes & quotes



Course-Wide Announcement

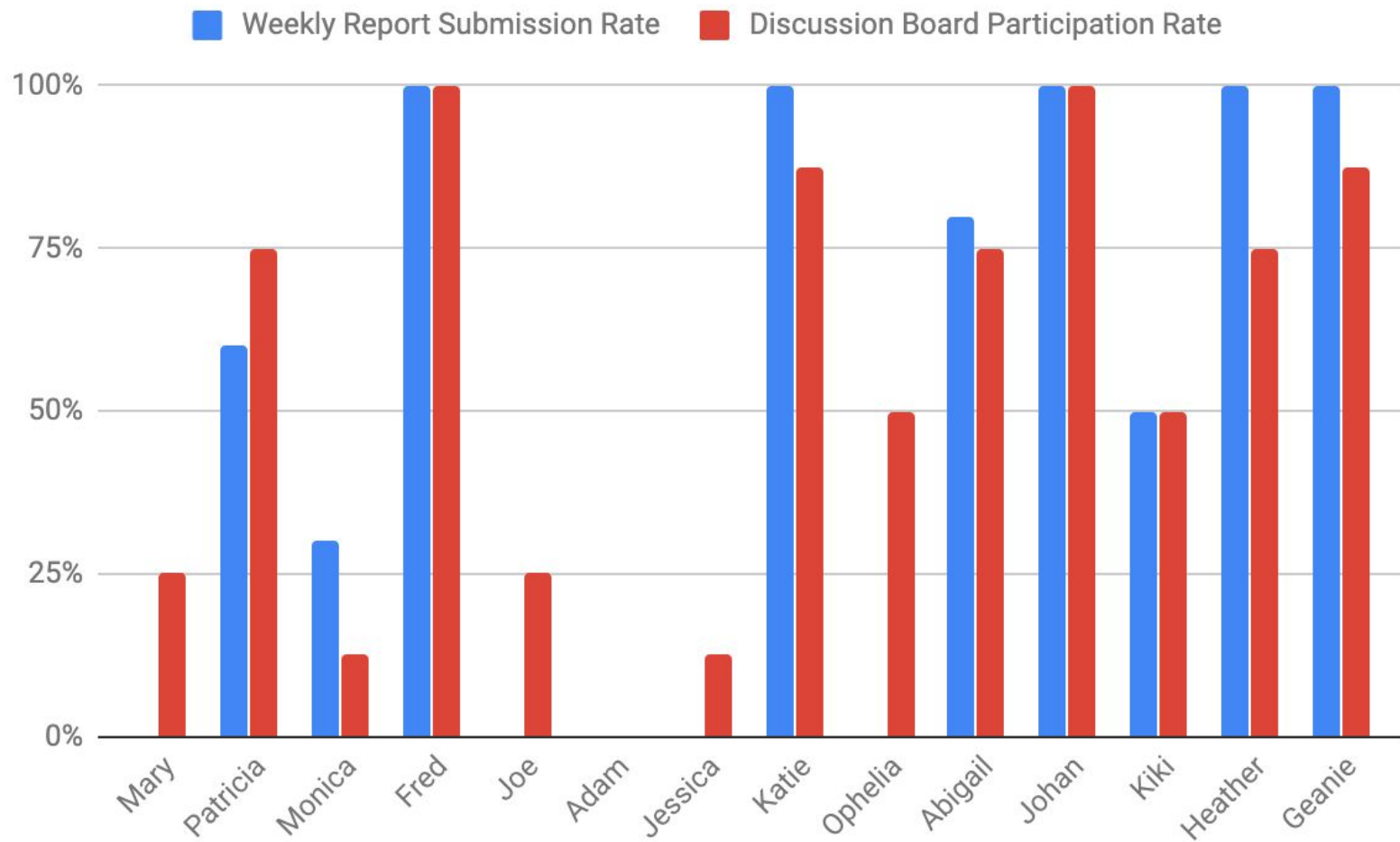
- Lead Facilitator summarized alumni reports
- Composed an announcement quoting both facilitators & participants

Example of an Announcement

The prompts in the Unit 3 discussion boards have elicited interesting and thought-provoking posts. There are so many of you active in the discussion boards that it is not possible for us to respond to you all, but some of your posts have caught the eyes of the facilitators and they are collected below.

Alumni Facilitator Patricia Smith made these observations:

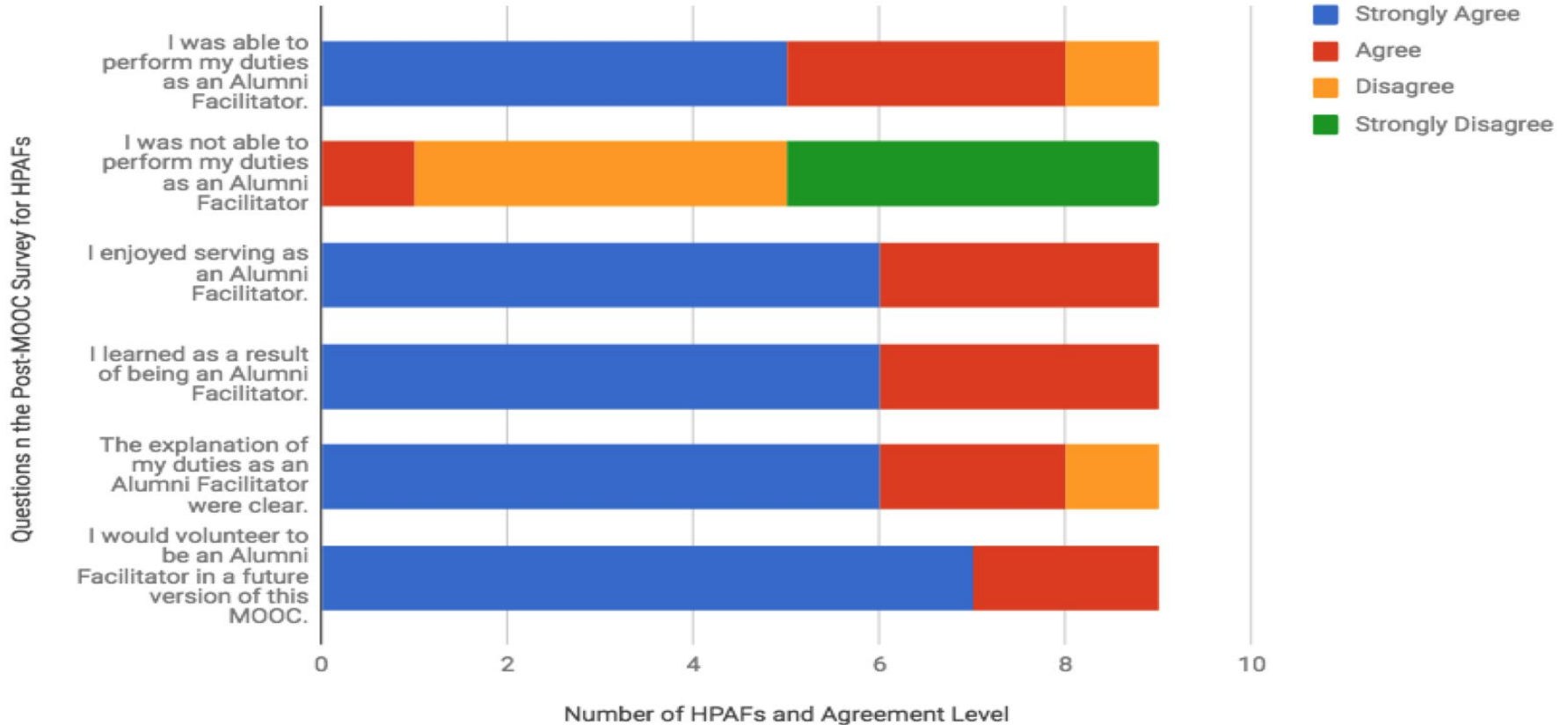
- Hernando Vitrova acknowledged the benefits of making audio recordings to focus on areas of improvement in pronunciation, fluency and grammatical accuracy. She recommends using MSQRD for recording short clips of about 30 seconds long in the form of an avatar to mitigate issues of hesitation and learner reticence.
- Sami Eid has been using authentic sources as input for speaking activities. She frequently refers to <http://moviesegmentstoassessgrammargoals.blogspot.co.id> for ideas on incorporating movie clips in her class. A similar alternative is Lessonstream by Jamie Keddie for lesson ideas based on video clips (<http://lessonstream.org/lessons/>).



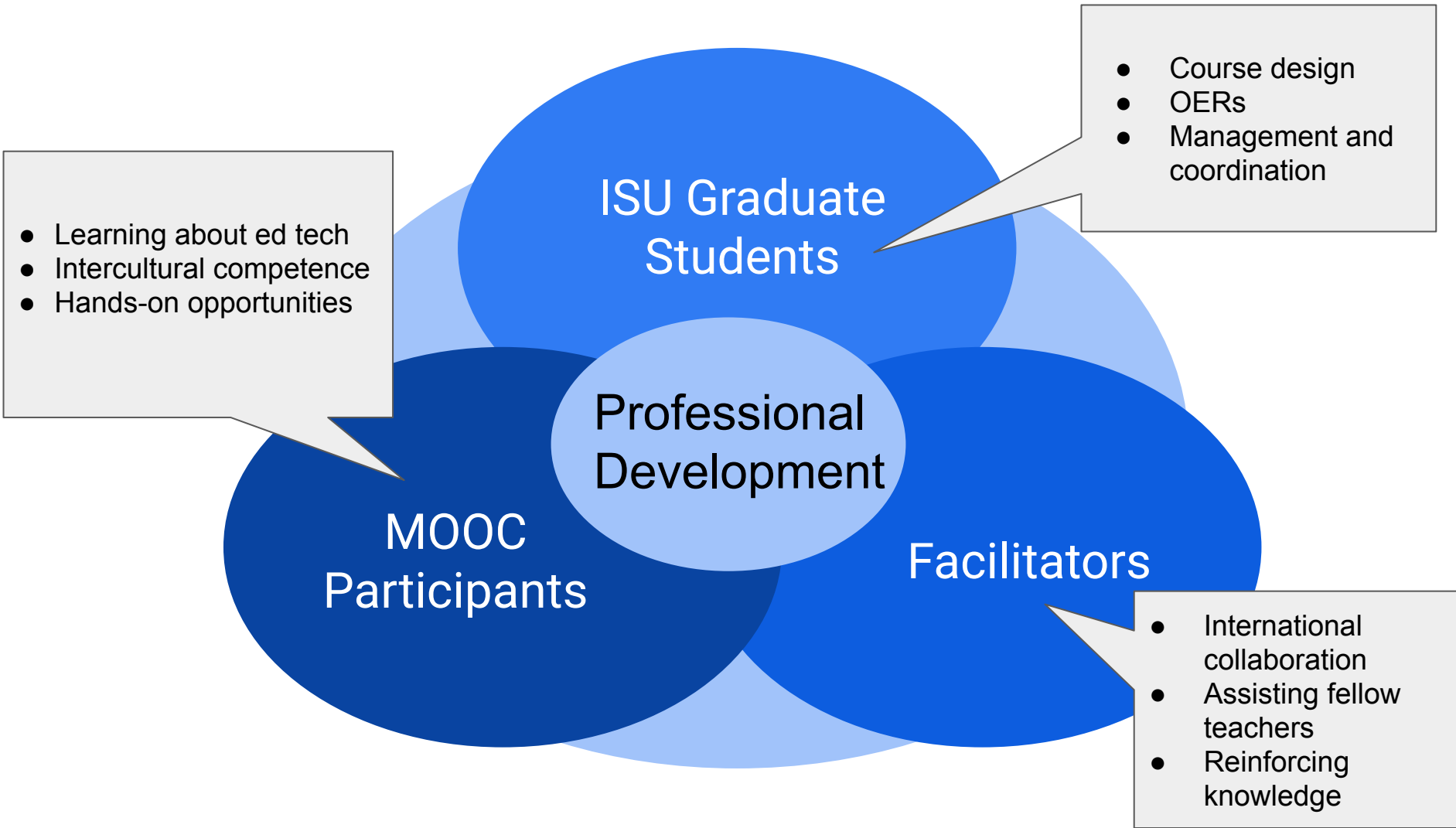
The Badge



Alumni Facilitators Survey Results



Lessons Learned

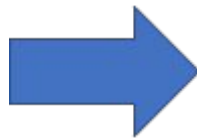


Challenges

01	Assessment	<ul style="list-style-type: none">• Limited to multiple choice quizzes• Discussion forums were optional• Only exposure to ed tech tools
02	Attrition	<ul style="list-style-type: none">• 30% completion rate: Good or Bad?• Varying student goals• Over 500 students not badged
03	Adaptation	<ul style="list-style-type: none">• Difficult to integrate skills• Required major changes• New instructional materials?

Moving Forward

- Increase Alumni Engagement
- Cascading New Knowledge
- Multiply Program Impact



- Facilitated MOOCs
- Stand-alone MOOCs
- MOOC camps & study groups
- Communities of practice

The screenshot shows a website with a dark blue header containing five navigation tabs: PROGRAM INFORMATION, RESOURCES, COMMUNITY OF PRACTICE, MOOCs, and FORUM JOURNAL. The main content area is split into two sections. The left section features a world map background with the text 'AMERICAN' in blue, 'AE' in large white letters inside dark blue and orange squares, 'ENGLISH' in orange, and 'AE E-Teacher Massive Open Online Courses (MOOCs)' in blue. The right section has a dark blue background with the title 'AE E-Teacher MOOCs' in white, a link 'Click here to find out more about AE E-Teacher MOOCs!' in white, and a 'Go There' button in a light blue arrow shape at the bottom.

Select References

- Onah, D. F., Sinclair, J., & Boyatt, R. (2014). Dropout rates of massive open online courses: behavioural patterns. *EDULEARN14 proceedings*, 5825-5834.
- Rubio, F., Fuchs, C., and Dixon, E. Language MOOCs: Better by Design. (2016). In Martín-Monje, E., Elorza, I., & Riaza, B. G. (Eds.). *Technology-Enhanced Language Learning for Specialized Domains: Practical Applications and Mobility*. (177-188). New York: Routledge.

Questions and Contact

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AE e-Teacher Program: <https://www.aeeteacher.org/>



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Alumni Facilitators Survey

- Indicative of the most active of the HPAFs (64.3% response rate)
- Survey was submitted anonymously using Google Forms
- Most felt that ...
 - the expectations of their participation were clear
 - they enjoyed the experience
 - they learned as a result
- We asked the HPAFs to reflect about experiences open-endedly:
 - “It gave me the opportunity to collaborate and share with teachers from all over the world. I could reinforce my knowledge about teaching in relation to technology.”
 - “It was absolutely an all new experience. It made me feel true we learn a lot through teaching. Everyone's query made me explore new ventures.”
 - “Freedom of participation. Professional development.”
 - “I liked the fact of working virtually with some other facilitators from different country.”
 - “Helping others and learning from them as well.”