

Engaged teachers engaging learners

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Outline

1. Background - MOOCs for language learning
2. Engaged teachers
3. Engaging learners
4. Motivation to use a MOOC – learners and teachers
5. MOOCs in the classroom
6. MOOC as tools for assessment and feedback

MOOCs: a brief introduction

Background

- Main principles of MOOCs: autonomy, diversity, openness and interactivity (Downes, 2012)

Types of MOOCs

- xMOOCs – content-based, instructivist approach
- cMOOCs – collaborative learning community through social interaction and active engagement

Example:

- TOEFL MOOC follows an instructivist pedagogical framework focusing on learner autonomy, (providing opportunity for feedback through quizzes and from 'experts'); however it does also encourage social learning through discussion boards, live Facebook events...

LMOOCs: MOOCs for language learning

LMOOCs

- MOOCs are generally used as a stand-alone, online resource for learning
- There are many free language learning MOOCs available for learners

For example:

Coursera (US) <https://www.coursera.org/browse/language-learning/learning-english>

EdX (US)

<https://blog.edx.org/english-courses-to-help-you-get-better>

FUTURE LEARN (UK)

<https://www.futurelearn.com/courses/explore-english-language-culture>

- Range of approaches: specific skill development, test preparation, communication skills...
- Some universities and language centres have started to use MOOCs in class as part of a blended learning solution

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Case Studies:

Have you ever undertaken studies using a MOOC?

- What was your motivation to undertake a MOOC?
- What features of the MOOC encouraged you to complete it?
- If you didn't complete the MOOC what was it about the MOOC that contributed to your non- completion?

Using MOOCs in the classroom

- What lessons did you learn from your own experience of MOOCs that you can apply to your classroom?

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Case Study One:

- ELT tutor tutoring small groups face to face and online
- MOOC for Professional Development: English for Grammar and Style
<https://www.edx.org/course/english-grammar-style-2>
- Completed 2017

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Case Study One:

What was your motivation to undertake a MOOC?

Review Grammar skills and to encourage own students to “see how cool grammar was”

What features of the MOOC encouraged you to complete it?

Promise of “*skills in critiquing and editing your own and others writing*”

Opportunity for collaborative learning through tasks and forum

Weekly reports from lecturer on forum posts

-ves standard of critiquing by other participants, lack of enthusiasm by lecturers

“Only one ... spoke with enthusiasm about their subject. The others were a little boring and tedious”

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Case Study One:

Classroom application

Confidence in checking student writing and explaining mistakes

Awareness of need to present with enthusiasm to engage students (young learners)

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Case Study Two:

- EAP teacher
- MOOC for Personal Development: Learning how to learn
<https://www.coursera.org/learn/learning-how-to-learn>
- Completed 2018

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Case Study Two:

What was your motivation to undertake a MOOC?

Wanted to check out the world of MOOCs and the title attracted me

What features of the MOOC encouraged you to complete it?

Mobile friendly so could complete 'in transit'

Flexible, chunks

Lots of short videos so could complete parts when I had a few minutes spare

Enthusiastic and engaging presenters

Practical tips – that could immediately put into place - eg. Pomodoro

Self – paced

Follow up through weekly newsletters and FB

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Case Study Two:

Classroom application

Tools to assist students to learn

Resource for students to use in own time to develop learning skills

Content that is interesting and immediately can be applied is very motivating as a learner



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MOOCs for teachers

Learning how to learn

- <https://www.coursera.org/learn/learning-how-to-learn>

Language assessment

- [https://www.futurelearn.com/courses/language-assessment.](https://www.futurelearn.com/courses/language-assessment)

Other resources

- <https://www.cambridgeenglish.org/learning-english/free-resources/mooc/>
- <https://www.futurelearn.com/partners/british-council>

Motivation to use a MOOC

Learner Motivation

Some factors that motivate learners to participate in MOOCs

- Cost, flexibility, accessibility
- Opportunity for online interaction, collaboration

An example: Week 1 of TOEFL MOOC

The students themselves are interacting a lot, giving each other links to good TOEFL study resources and creating additional online messaging groups. So far, the students of this course have made a Facebook group and a WhatsApp group. There is talk of starting a Skype group chat as well.

<https://magoosh.com/toefl/2016/edx-official-toefl-course-ets-week-1/>

Advantages of LMООCs for learning

Example of TOEFL MOOC

- It was designed by the experts who created the test
- It enables students to connect with participants worldwide. Through the discussion boards, students will get to meet other students from all over the world and exchange tips and experiences
- It's interactive. Not only will students be able to communicate with other participants, but they have unprecedented access to expert instructors. For example, during the Speaking and Writing lectures, the team that developed the TOEFL test will review a handful of responses and provide feedback. Plus, the test experts will be monitoring discussion boards and hosting a live Facebook® event to conclude the course
- It's free! And it's accessible with an Internet connection on most devices.

Teacher motivation

- MOOCs encourage collaboration
- MOOCs augment classroom content; i.e provide opportunity for personalised support for learners
- MOOC as a flipped solution
- MOOCs as a blended solution
- Free resource

MOOCs in the classroom

How to use a MOOC in the classroom

- MOOCs in current form can be incorporated in class in a variety of ways including
 - Flipped learning tool
 - Part of a blended learning approach encouraging autonomy
 - To encourage interaction through discussion areas, using dialogue, peer exchange and feedback facilitated by teachers
 - Tool to help increase a student's personal learning network encouraging them to engage with other learners in class and out of class

MOST IMPORTANTLY

- Teachers play a key role in student engagement with resources such as MOOCs (Motzo and Proudfoot, 2017)

Teacher Considerations

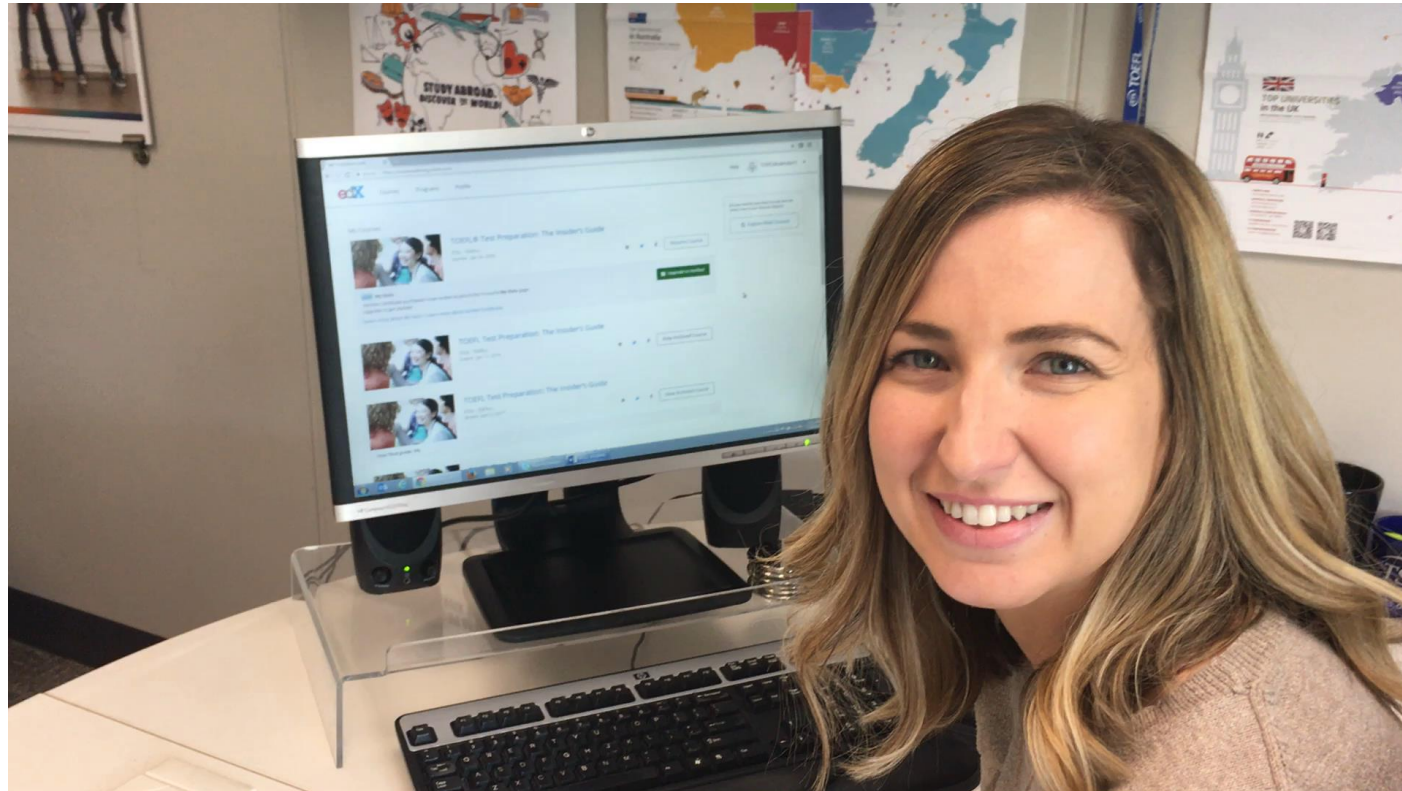
- Planning for how students will learn in the mix of the physical, digital and social learning spaces
- Selecting the online tools and resources and their purpose in the class – collaboration, inquiry , independent learning, creating personal learning networks
- Managing online discussion groups - role of teacher, role of student

MOOCs – Tools for assessment and feedback

Affordances of MOOCs for formative assessment

- Weekly quizzes
- Discussion boards
- Tools built into MOOC e.g. Week 4 of TOEFL MOOC speaking Session
- FB events

QUESTION: How can these tools augment what you are already doing in class?



Questions?

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TOEFL Test Preparation: The Insider's Guide

