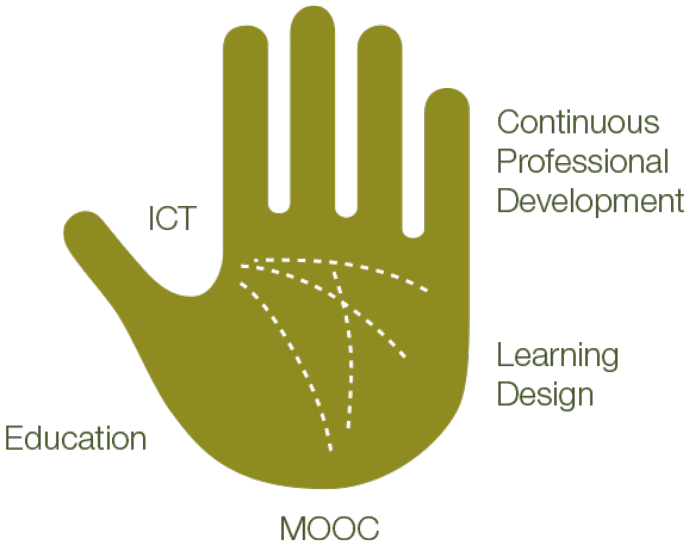
HANDS-ON ICT

MOOCs as Continuing Professional Development (CPD) in Educational Practice

A PRACTICAL GUIDE FOR EDUCATORS



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1 Introduction

Due to globalisation, digitisation and increased mobility, the present times are marked by constant and rapid changes. These changes affect education, teaching and learning practices as well as processes. It may be difficult for an educator to keep up to date with the developments in approaches to curriculum design, learning and teaching and use of technology to support classroom processes; professional development becomes key. However, educators often have distinct learning needs as well as operate within specific time and institutional constraints so they may have very specific expectations of the professional development programme offered to them. For example, the CPD is often anticipated to be learner-centred, promote transformative learning, addresses motivation, integrate reflection, dialogue and collaboration, and help establish a community of practice. Additionally, it should stimulate creativity, innovation as well as facilitate implementing change. The CPD opportunities have to be 'attractive and fit with the professional contexts of participants' (Macdonald&Poniatowska, 2011).

Such opportunities for effective and equitable education exist online in form of Massive Open Online Courses (MOOCs). They offer diverse and rich possibilities to pick up new skills and knowledge in the area of innovation, creativity and technology integration in educational contexts. Due to flexible design and a range of topics they come across as compatible with the professional needs and competencies required of educators. So for this reason they lend themselves very well as professional development courses (Laurillard/Discovery Graduates n.d) and they are indeed recommended as ways of innovating and transforming CPD (Haggard, 2013).

However, there are increasing numbers of MOOCs on the market and while the richness of the options is exciting, it may also be overwhelming, especially to those new to online CPD. This document, therefore, aims to help any educator wishing to undertake a MOOC as part of their professional development to make an informed choice so that the MOOC provides an enriching learning experience.

In the first part, the document lists a number of important factors to take into consideration when choosing a MOOC. The subsections are interwoven with questions to help you make a decision.

The second part refers to specific examples of MOOCs to illustrate how they account for educators' needs, based on criteria related to factors outlined in part one. The spotlight is on Hands On ICT MOOC offered as part of the HANDSON project (http://handsonict.eu/) but the benchmarking exercise includes an overview of a number of other MOOCs followed by a

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short analysis. This way a prospective participant can assess for her- or himself which MOOC would potentially meet their CPD needs most closely.

Therefore, this supporting document of the HANDSON project aims to be a practical guide for educators in the need of choosing a MOOC as a continuing professional development (CPD) activity in educational practice. As it is explained in the following lines, the analyzed criteria are learning preferences, motivations and goals, course design, intended learning outcomes, accreditation and certification, and other multiple items that should also be taken into account.

2 How to choose a CPD MOOC?

When choosing a MOOC for CPD purposes, it may be useful to take the following factors into account:

2.1 Your learning preferences

Learning styles may be a contentious issue in education but certainly we all have preferred forms of input and interaction. Some respond better to knowledge presented orally or visually, others do not mind skimming through pages of dense text. Some are social learners and learn a lot through discussing the issue from multiple perspectives while others just need to get on with the task and apply the theory to a particular scenario, preferably as close as possible to their own professional context.

MOOCs use different presentation formats and various interaction patterns. The so-called xMOOCs rely on video lectures with embedded quizzes while cMOOCs promote networked and social learning, whereby you develop knowledge through connections with others. There are hybrid MOOCs that mix approaches to design and delivery. It is also important to check whether the MOOC is theory - or practice- driven. If you are a hands-on person interested in application, you may think twice before committing yourself to 5 or 6 weeks of studying multiple theoretical perspectives to integrating technology into learning and teaching.

Once you have reflected on your learning preferences, investigate to what extent the MOOC teaching and learning activities are aligned with your ways of learning.

2.2 Motivations and goals

It is important to think about your motivation to undertake a CPD MOOC. Realising to what extent and how strongly you are directed by intrinsic or extrinsic factors may help you assess the prospective level of commitment and interest on your part and for how long you are able to sustain it.

Thinking of the following questions can help: *Am I interested in the subject matter? Is the MOOC going to help me do my job better? Do I need the course to get promoted in my existing job or get a different job in the future? Does the course cover what I need or what others need me to (be able to) do?*

The MOOC organisers usually identify the main goals of the course. Look for them to check to what extent they align with your particular needs and motivations. Since MOOCs try to

appeal to diverse and big audiences, the learning objectives may be quite broad and the specifics are often left up to the participants; for example, OLDS MOOC expressed it in this way: 'we set the scene - but you determine the plot'. This means you need to evaluate the course goals in reference to yourself and your needs (based on Hogue, 2011): *To what extent do the course objectives help me establish **focus** on what I need from the mass of knowledge offered on the MOOC? To what extent are they **open** to allow me to find my own 'answers'? To what extent are they **accessible** to me in terms of my existing knowledge and experience in the area?*

It is really worth setting clear goals for your MOOC participation both in terms of interaction with others as well as completing tasks as such participants tend to perform better (Milligan *et al*., 2013). Coming up with a set of specific objectives forces you to familiarise yourself with the MOOC prior to signing up in order to assess the chance of alignment so you come into it better prepared and informed. It also gives you a more effective way of monitoring your progress and a sense of satisfaction when you have reached your goals. Using a SMART framework to phrase the objectives may help you to monitor, review and revise your performance. So instead of just hoping to learn more about ICT, investigate what particular tools, skills and knowledge you are aiming at and how the MOOC design and delivery can assist you in creating a learning experience which is conducive to reaching those goals.

2.3 Course design

There are a number of platforms offering MOOCs, e.g. Coursera, FutureLearn, EdX, etc and initially some of them were associated with certain approaches to pedagogy, e.g Coursera-type MOOCs were said to support transmissive models of education. This is, however, changing and MOOCs are increasingly varied in form regardless of the platform they use. Bayne and Ross (2014:8) suggest that MOOC pedagogy should be analysed at a micro level of each course design and this is what this document is encouraging you to do when choosing a MOOC.

When it comes specifically to CPD MOOCs focusing on innovation, Riviou *et al*. (2014) recommend a number of design principles. These have been used to form the following questions, a prospective participant could ask him- or herself to evaluate the usefulness of a MOOC as a CPD opportunity appropriate and relevant to their needs:

- *Does the MOOC focus on the pedagogy underlying the integration of specific techniques into learning and teaching and help me evaluate its general implications in my own context?*
- *Does the MOOC provide scope for aligning my particular needs with its aims?*
- *Does the MOOC assist me in understanding and evaluating the uses of technology in learning and teaching processes, both in reference to design and delivery that can be applied to my context?*
- *Does the MOOC relate to my everyday teaching tasks and contribute to my lifelong learning?*

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- *Does the MOOC make a frequent reference to real-life examples and case studies to demonstrate good practices, opportunities and challenges related to ICT integration that can inform my practice?*
- *Does the MOOC provide opportunities for peer learning and teaching and help me become part of the community of like-minded professionals?*
- *Does the MOOC provide me with a sandbox space where I can put to practice the tools and techniques introduced on the course?*
- *Does the MOOC provide a diverse and open environment in which I and other teachers can thrive and are positively challenged?*
- *Does the MOOC provide me with tools that help me develop and evaluate my work that can be easily used when the course finishes?*
- *Does the MOOC draw direct links between teaching and learning practices?*

2.4 Intended learning outcomes

When looking at the course Intended Learning Outcomes (ILOs) in the context of professional development, it may be worth checking how tangible the MOOC outcomes are. If the MOOC walks you through the stages of a project or results in you developing a portfolio of lesson plans or activities, you leave the course not only with a head buzzing with ideas and a sense of achievement but also tangible evidence of your professional development that you can show to your current or prospective line-manager.

So, when comparing MOOCs, see if the syllabus integrates tasks that can demonstrate your growing repertoire of skills and expertise. Apart from tangible projects or portfolio, your learning can be documented via badges or a reflective blog that you maintain during the MOOC.

2.5 Accreditation/certification

Following on the previous point, check a MOOC for accreditation. Some MOOCs provide participants with certificates of completion but is passing a course sufficient as evidence of new skills? Knowledge of MOOCs among employers may be scant so a tangible portfolio and documented learning may provide better and more reliable evidence of your professional development than just a certificate.

2.6 Other things to consider

2.6.1 Target audience

Is the course directed at complete beginners or advanced connoisseurs? What group of users is the MOOC most suited for? This will give you an idea of the level at which the content and discussions are pitched, the amount of detail, depth and breadth of content and anticipated interactions. There is a range of skills and knowledge in each MOOC learning community but it is important to identify the required minimum to develop realistic expectations of the nature of the course.

2.6.2 Existing knowledge and skills

Based on the information about the MOOC, evaluate how your existing knowledge and skills relate to the course objectives and outcomes. *Are you likely to build on what you already*

know and can do? Does the course present a positive challenge to you or is it likely to be a frustrating experience by being too easy or too difficult?

2.6.3 Language proficiency

Most MOOCs are held in English and adequate language proficiency, in both receptive and productive language skills, is required to deal with texts, videos as well as discussions and tasks. Research shows that underestimating one's language ability may hinder the participant's success in completing the course (Fini, 2009). Try to assess your language levels honestly and bear in mind that you will have to perform tasks that you may not be used to dealing with in a foreign language, e.g. using unfamiliar web application interfaces, carrying out critical analyses, etc. Something to remember and check is the availability of the MOOC in other languages as some of them may provide versions targeting multilingual communities.

2.6.4 Time commitment

MOOCs tend to be intense experiences and participating in them can be equally time-demanding as a face-to-face CPD programme. Additionally while some MOOCs are self-paced, some others may feature group work or assessments that require you to do certain work by a certain time. *Looking at your schedule, can you accommodate the additional workload and time resulting from undertaking a MOOC and sustain the level of engagement in the next 4-6 weeks (the average length of MOOCs)?*

MOOCs are said to challenge even the most organised people. Participating in one may teach you a lot about your own time and task management skills. It is advised you do a little at regular intervals. A good strategy is to block time off in your daily or at least weekly calendar and set goals accordingly. These should refer to general participation as well as accomplishing specific tasks.

2.6.5 Teacher presence

One of the challenges related to MOOCs may be the lack of teacher-student direct contact and interaction. There may be a group of facilitators instead of 'the sage on the stage' you would normally expect in case of a face-to-face CPD event.

Besides, MOOCs often rely on participants learning from and with each other. How do you feel about peer learning and teaching? Is this something you look forward to with excitement or perhaps something you are sceptical about? Do you see peer feedback as something valuable both for the provider and a recipient? MOOCs involve networking and collaborating across online environments. Does this present itself as an opportunity or a challenge?

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3 Benchmarking exercise

An overview of CPD MOOCs for Educators

The table includes 25 MOOCs which provide professional development for practitioners across educational sector mostly in areas related to technology-enhanced learning and teaching. 15 courses are or have been offered in English while 10 in Spanish.

The description criteria apart from the organiser and language of instruction include:

- platform used
- duration
- weekly workload
- last start date
- design and delivery approaches and methods
- course aims and focus
- weekly content
- previous knowledge/target audience
- certification

In terms of the platform, 11 of the MOOCs are held in Coursera and 7 in MiriadaX, the former being more popular with courses in English and the latter - courses in Spanish. As for duration, the longest MOOC lasts 11 weeks while the shortest 4 weeks. 50% of the MOOCs last between 4 and 6 weeks. When it comes to the anticipated workload the estimates vary from as little as 1 hour to as much as 10 hours a week. The amount of time does not seem to depend on the expected engagement.

One of the courses promising to rely on collaboration, peer feedback and applying ideas to own context requires only 2 hours of work per week, which may be an indication of the quality and depth of the participation or perhaps a cunning marketing ploy to attract big numbers of students.

A couple of courses provide different paths to engage with the course content and community which affect the amount of time and effort invested into the course as well as the certification upon completion. Design and delivery methods indicate big variation, which seems to point at the increasing hybridisation and diversification of CPD MOOCs. Only one MOOC refers to itself as a cMOOC, the rest seem to avoid any clear labels. The majority of MOOCs provide a mix of theory and practice. A fair number of them mention peer review or feedback as well as individual projects asking participants to apply the skills to their particular contexts. This would demonstrate an attempt to align the delivery and content with the particular needs of adult learners as well as assist the educators in gathering a portfolio of tangible outcomes that may act as evidence of their professional development. The MOOCs are directed at any educator with some interest in innovation and technology. Some MOOCs refer to specific contexts like primary education or universities but most aim to attract professionals from across the sector. Most of them offer a certificate of completion. Interestingly some of the courses do not provide full information about the delivery methods of target audience. Coursera-based MOOCs seem to be explained in more detail, which gives a clearer picture of what is expected of the participants and what can be expected by the participant.

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MOOC Name	Features	Design and delivery approaches & methods	Course aims & focus	Weekly content	Previous knowledge/target audience	Certification
HandsON: Learning Design Studio for ICT-based Learning Activities MOOC	Language [seven languages]: [EN][SP][CA][GR][FR][BU][SL] Organizer: Lifelong Learning Project, lead by the Universitat Oberta de Catalunya Platform: Canvas Duration: 5-6 weeks Weekly workload	cMOOC and learning design studio approach. A focus on the Learning Design Studio (LDS) approach, a design process to help educators design courses and learning activities.	The features of the course are: The opportunity to observe, practice and learn with other educators about methods for peer review and peer mentoring. The creation of practical artefacts that can be reused by educators in their actual classrooms or learning scenarios The use of specific tools to support the process of learning design: ILDE, Learning Designer and ODS	W1 – Initiate: introduction to LDS, ILDE and peer mentoring W2 – Investigate: Persona concept, objectives and peer mentoring W3 – Inspire and Ideate Heuristics, existing ICT-based scenarios, objectives of peer mentoring W4 – Prototype Artifact, update evaluation heuristics, consolidate prototype Week 5 – Peer mentoring Dream, persona, objectives, prototype, learning activity	Basic computer and internet skills.	Badges and certificate of complexion for all participants which fininished activities. Greek Group: EA Certification Bulgarian Group: eLearn Center of the Sofia University (Bulgaria), after evaluating experience in real context Catalan Group: Educational Department of the Catalonia Regional Government, after evaluating experience in real context.
Design and Development of Educational Technology	Language [EN] Organizer: MIT Platform: Edx Duration 7 weeks Weekly workload: 4-6 hrs Last start date: Oct 2014 Key words: n/a	Video interviews with experts in the field. Project-based - final project iteratively worked each week. Active weekly participation.	To examine educational technologies, outline relating theories and examine their use. The course is part of Xseries (which is a bigger course).	Introductions, history of educational technologies, approaches to learning, active learning, collaborative learning, assessment, design-based research.	No pre-reqs, just an assumption that a participant has a tech background with an education interest OR an education background with interest in technology.	Verified certificate of achievement.
e-Learning Ecologies	Language [EN] Organizer: University of Illinois Platform: Coursera Duration: 8 weeks Weekly workload: 1-10 hrs Last start date: Jan 2015 Key words: Information; Tech & Design Education; Teacher Professional Development	Videos, forum discussions and creating a peer-reviewed case study (3 levels of participation).	To introduce innovative approaches to learning and teaching, with a focus on the use of e-learning and social web technologies.	7 affordances of e-learning ecologies: ubiquitous learning, active knowledge making, multimodal meaning, recursive feedback, collaborative intelligence, meta-cognition, differentiated learning.	People interested in the future of education and the 'learning society', including people who pay wish to join education profession, practising teachers, community and workplace leaders.	Verified certificate.

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MOOC Name	Features	Design and delivery approaches & methods	Course aims & focus	Weekly content	Previous knowledge/target audience	Certification
Big Data in Education	Language [EN] Organizer: Columbia University Platform: Coursera Duration 8 weeks Weekly workload: 6-8 hrs Last start date: Oct 2013 Key words: Education; Statistics & Data Analysis	Lecture videos broken into 8-10 minute segments, with integrated quiz questions. Also multiple assignments which involve using software tools to execute data mining methods.	How and when to use key methods for educational data mining and learning analytics on this data.	Prediction modelling, behaviour detection, behaviour detector validation, relationship mining, discovery with models, visualisation of educational data, knowledge inference, structure discovery, educational databases.	Basic knowledge of statistics, data mining, mathematical modelling, or algorithms is recommended. Experience with programming is not required.	Statement of accomplishment.
Learning to Teach Online	Language [EN] Organizer: UNSW University of South Wales (Australia) Platform: Coursera Duration: 8 weeks Weekly workload: 3-6 hrs Last start date: n/a Key words: Education; Teacher Professional Development	Weekly video case studies, discussions, formative activities (2 levels of participation: standard and distinction streams).	To help existing educators establish or improve their own online or blended teaching practices.	Overview of online ethnographies and technologies; open and closed technologies; planning online learning; online learning activities; online assessment strategies; online resources; engaging and motivating students; evaluating strategies.	No prior knowledge or experience of online teaching and related technologies required. The target audience is primarily teachers in HE, K-12, community college, vocational and private education.	Verified certificate.
Fundamentals of Online Education: Planning and Application	Language [EN] Organizer: Georgia Institute of Technology Platform: Coursera Duration: n/a Weekly workload: 5-7 hrs Last start date: n/a Key words: Information; Tech & Design Education	Short lecture videos with integrated quiz questions; standalone assignments; peer assessments; a final project.	To introduce fundamentals of online education; how to convert face-to-face class into a robust online course based on theory and practice.	Planning phrase (online learning pedagogy, online course design, privacy and copyright issues, online assessments, managing an online class, web tools and LMS) + application phrase (creating online materials, building an online course).	No data	Certificate of completion.
Future Classroom Scenarios	Language [EN] Organizer: European Schoolnet Academy Platform: European Schoolnet Academy Duration: 6 weeks Weekly workload: 2 hrs Last start date: Mar 2014 Key words: n/a	A lot of collaborative learning and discussions; testing course ideas in own context and providing feedback, including peer feedback.	To introduce school educators to concepts, tools, and exchanges about the future classroom.	6 modules introducing participants to key concepts like 21st century skills, reflecting on and discussing the role of technology tools in the classroom.	Targeted at classroom practitioners and other educational professionals working in schools who are interested in innovation in teaching & learning.	Certificate of participation.

MOOC Name	Features	Design and delivery approaches & methods	Course aims & focus	Weekly content	Previous knowledge/target audience	Certification
ICT in Primary Education: Transforming children's learning across the curriculum	Language [EN] Organizer: University of London Platform: Coursera Duration: 6 weeks Weekly workload: 4-10 hrs Last start date: n/a Key words: Education; Teacher Professional Development	Video materials and photos from school; interviews with teachers from several countries; UNESCO materials in PDF format; case studies, students' work samples and reports. Weekly discussions around 3 key questions. Participants maintain a reflective blog.	To analyse examples of primary school teachers integrating ICT in schools in different parts of the world; to bring professional teachers, head teachers and policymakers together to share their best ideas and inspiring stories.	The 21st cent primary school; how does ICT make a difference; pedagogical changes achievable through ICT; technology opportunities; how to overcome the challenges of ICT in primary education; making ICT work.	The course is intended as a professional development course for primary education leaders, teachers and policymakers in all countries.	State of accomplishment and verified certificate.
Teaching goes massive: new skills required	Language [EN] Organizer: University of Zurich Platform: Coursera Duration: n/a Weekly workload: 1-2 hrs Last start date: n/a Key words: Education; Teacher Professional Development	Not very clear in the course description - the course promises that the content will be decided by the students.	The course offers a review of the business, legal, pedagogical and technical aspects of MOOCs, destined to higher education professionals who might feel threatened by them in terms of job security.	No set syllabus just a set of proposed topics: how companies and startups think; copyright and privacy issues; how technology makes good teaching practical; Web 2.0, cloud services, interoperability standards, etc.	The course is mostly intended for higher education professionals: teachers, but also possibly administrators, e-learning staff, IT support, etc	No statement of accomplishment - the course is meant to enable personal growth.
Assessment and Teaching of 21st Century Skills	Language [EN] Organizer: University of Melbourne Platform: Coursera Duration: 6 weeks Weekly workload: 4-5 hrs. Last start date: Apr 2015 Key words: Education; Teacher Professional Development	Short videos and further reading; discussion forums and other social media activities; weekly reviews and assessments, including peer assessments.	To learn about ways to assess and teach new and emerging 21st century skills: alternative methods of assessment, interpretation and reporting of assessments, and their implications for teaching.	21st century skills in education: origins of the current interest, definitions, review of frameworks; implications of 21st century skills for teaching and learning; innovative new thinking and practical tools for assessment.	No background knowledge or skills are required.	State of accomplishment and verified certificate.
Teaching online: Reflections on practice	Language [EN] Organizer: Kirkwood Community College Platform: Canvas Duration: 5 weeks Weekly workload: n/a Last start date: Mar 2015 Key words: n/a	Open Web readings and case studies, video lectures, discussions, collaboration and sharing reflections, peer feedback.	To critically reflect on the methods of online instruction; beliefs and potential bias of the online learner; policies and rules and how they align with course objectives; tone and purpose of communication.	Online learners; developing effective course policies; technology and tool integration; course design for online learning; presence, engagement and communication online.	No data	No data

MOOC Name	Features	Design and delivery approaches & methods	Course aims & focus	Weekly content	Previous knowledge/target audience	Certification
Edtech MOOC 2013	Language [EN] Organizer: University of Manitoba (George Siemens) Platform: No specific LMS. Several tools. Duration: 10 weeks Weekly workload: no data Last start date: Jan 2013 Key words: n/a	A cMOOC with a 'weak centre' providing a level of aggregation, detail and direction. The majority of interactions are likely to occur within groups and networks. Online and recorded presentations. Twitter live chats. Individual blogs and other own online reflective spaces are suggested. Wikis. Shared bookmarks. Videoconferences.	This MOOCs' overall objective was to create a learning community that is rich in interaction using social platforms [Google+, Twitter, #edmooc], and not a Learning Management System (LMS), as many MOOCs do.	Orientation; connected learning; digital storytelling; digital literacy; open movement; digital citizenship.	No data	NOTE: There are other two MOOCs complementary to this one, also created by George Siemens: #LOER 12, Learning Open Educational Resources 12 #CFHE12, Current/Future State of Higher Ed, 2012
Blended learning. Personalizing education for students	Language [EN] Organizer: New Teacher Center & Silicon Schools Platform: Coursera Duration: 6 weeks Weekly workload: 2-4 hrs Last start date: No data Key words: Education; Teacher Professional Development	Video lectures, weekly forums, diagnostic quizzes and peer assessment.	To learn about several types of blended learning and best practices from real schools and how to create courses based on those modes of delivery.	Definition of blended learning; the role of students and ways of supporting them in the transition to blended learning; the role of the teacher; the impact of blended learning on schools as institutions; the selection of hardware and software; the process of innovation and continuous improvement.	Anyone with a strong interest in blended learning.	Certificate of accomplishment & signature track.
Teaching with Moodle	Language [EN] Organizer: Moodle.org Platform: Moodle Duration: 4 weeks Weekly workload: 2-3 hrs Last start date: Winter 2014 Key words: n/a	An activity-based course; video tutorial, discussions.	Introduction to Moodle - to show teachers what Moodle is and the depth it has and to help them understand how our activities feel from a student perspective.	No data	For teachers and anyone interested in teaching online using Moodle.	Badges awarded for active participation and upon course completion.

MOOC Name	Features	Design and delivery approaches & methods	Course aims & focus	Weekly content	Previous knowledge/target audience	Certification
Foundations of Virtual Instruction	Language [EN] Organizer: University of Irvine (California) Platform: Coursera Duration: 5 weeks Weekly workload: 2-4 hrs Last start date: Jun 2015 Key words: Information; Tech & Design; Education; Teacher Professional Development	Short weekly lecture videos with embedded quiz questions plus weekly quizzes, 1 assignment and a final exam.	To learn what it takes to teach a K-12 course online; to investigate the history of virtual education, explore innovative tools and examine key issues related to K-12 virtual instruction. This MOOC is part of a specialization program composed of five small courses: Virtual Teacher Program (details here: https://www.coursera.org/specialization/virtualteacher/10)	History of virtual education; synchronous and asynchronous technologies; transitioning from the classroom to a virtual environment; equity and access, funding and the law; the future of virtual education and review.	Teachers working with K-12 students (5-18 years); instructors working with community college or vocational students; continuing education or in-service facilitators supporting teachers and faculty; educators interested in educational technology and/or online instruction.	It is not a free course. There is a payment of 49$ per course. Provides a specialization certificate (linked with Signature track).
Learning Design for a 21st Century Curriculum	Language [EN] Organizer: JISC Platform: Google sites Duration: 9 weeks Weekly workload: 3-10 hrs Last start date: Jan 2013 Key words: n/a	A project-based course, with the majority of participants working on a group project; the course aims to provide a semi-structured, highly interactive, constructive and collaborative learning experience	To walk the participants through the process for design and introduce them to a number of design thinking methodologies, inquiry learning and educational design research.	The structure of the course follows a process for a design inquiry project, whereby designers identify a learning/cirriculum design challenge, explore it to gain an understanding of its context and driving forces, generate possible solutions, implement a solution and reflect on the process as a whole and its outputs.	Aimed at FE and HE educators: lecturers, qualification teams, awarding bodies, learning technologists, library and student support staff, learning and teaching specialists; also teachers or teacher trainees in secondary school or informal/work based learning facilitators; anyone interested in curriculum and learning design.	A number of badges issued throughout the course for completing particular activities plus a final badge for completing the course.
Mini-vídeos docentes modulares: un elemento crítico en el diseño de un MOOC	Language [ES] Organizer: UNED Platform: Miriadax Duration 8 weeks Weekly workload: 3 hrs Last start date: n/a Key words: n/a	Not much information but peer review is mentioned.	To teach how to build small modular videos, this can be very appropriate for MOOCs.	Basics of small modular videos; designing and creating videos.	No requirements.	No data
Aplicación de las redes sociales a la enseñanza: Comunidades virtuales (2ª edición)	Language [ES] Organizer: Universidad Politécnica de Madrid Platform: Miriadax Duration 5 weeks Weekly workload: 4 hrs Last start date: n/a Key words: n/a	No data	To learn about social networks and how they can be applied to education, as well as new roles in education such as a curator.	Introductions; virtual communication; Twitter; Facebook; other social networking sites and applications.	No previous experience or knowledge is necessary but the course focuses more on secondary and higher education.	Certificate of participation.

MOOC Name	Features	Design and delivery approaches & methods	Course aims & focus	Weekly content	Previous knowledge/target audience	Certification
Curso de Tecnologías Educativas	Language [ES] Organizer: Universidad Politécnica de Valencia Platform: Google Duration: 11 weeks Weekly workload: 3 hrs Last start date: Sep 2014 Key words: n/a	No data	To learn how to take advantage of new technology in teaching practice and how to create a new and enriching learning experience learning.	New models of education; searching for information on the Web; technologies in education; tools to create presentations; multimedia.	For any educator.	No data.
Innovación educativa con recursos educativos abiertos	Language [ES] Organizer: Tecnológico de Monterrey Platform: Coursera Duration: 4 weeks Weekly workload: 4-6 hrs Last start date: n/a Key words: Education	Videos and readings linked to specific activities; discussions; self and peer assessments; a small project about the integration of OERs in participants' contexts.	To promote awareness of OERs and their integration into the open education movement as an opportunity for innovation in educational, including teaching practices.	Open Education movement; searching for open educational resources in repositories; use of OERs in training and teaching processes; use of OERs in instructional design.	No previous knowledge or experience required, basic skills in the use of tools.	Certificate of completion with signature track.
Tecnologías de la información y de la comunicación	Language [ES] Organizer: UNAM – Universidad Nacional Autónoma de México Platform: Coursera Duration: 5 weeks Weekly workload: 6-8 hrs Last start date: Mar 2014 Key words: Education	Video lectures and readings on weekly issues with a strong element of collaboration between participants as well as reflection.	The course focuses on case studies of the uses of ICTs as well as the design of learning experiences with ICTs.	Trends in education; technology-enhanced learning environments; tools and technologies for education; digital skills required in education; designing learning environments.	While anyone can take the course, it is recommended that participants are teachers or potential teachers at all educational levels.	Certificate of accomplishment & signature track.
Formación continua en la plataforma Moodle	Language [ES] Organizer: Universidad Católica de Santo Rodrigo de Mogrovejo (Perú) Platform: MiriadaX Duration: 4 weeks Weekly workload: 6 hrs Last start date: n/a Key words: n/a	n/a	To introduce Moodle to the participants so that they can use it in their classes.	Course orientation; introduction to Moodle learning environment; creating a Moodle course; creating activities and resources in a Moodle environment.	Teachers new to Moodle and familiar with Word processor, searching on the Web and email.	Certificate of participation.

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MOOC Name	Features	Design and delivery approaches & methods	Course aims & focus	Weekly content	Previous knowledge/target audience	Certification
Construcción de un curso en la plataforma Moodle	Language [ES] Organizer: Universidad San Martin de Porres Platform: MiriadaX Duration: 4 weeks Weekly workload: 3 hrs Last start date: n/a Key words: n/a	n/a	To learn about managing a virtual classroom, roles of students and teachers in virtual environments; to introduce participants to Moodle as well as Web 2.0 resources and learn how these can be used in teaching and learning; how to manage communication in online spaces.	Moodle learning platform; planning and publishing courses with Moodle and Web 2.0 tools; planning and building learning activities in Moodle; planning and building interaction spaces in Moodle.	Required skills include navigating the Internet, familiarity with Office package (Word, Excel and PowerPoint) and email.	Certificate of participation.
Diseño Instruccional: una nueva mirada	Language: [ES] Organizer: Universidad de San Juan (Puerto Rico) Platform: MiriadaX Duration: 4.5 weeks Weekly workload: 4-5 hrs. Last start date: n/a Key words: n/a	n/a	To learn about several models of Instructional Design.	Models of instructional design; evaluation of impact; interactivity.	No prior knowledge of instructional design required. Knowledge of English in order to read texts is recommended.	No data
TICs para enseñar y aprender	Language [ES] Organizer: UNED & Universidad Abierta de Cartagena Platform: MiriadaX Duration: 9 weeks Weekly workload: 3 hrs. Last start date: n/a Key words: n/a	No data	To learn about several ICT tools in relation to education; the course intends to be very practical and hands-on.	Creating and editing videos; YouTube and editing YouTube videos; creating online presentations; social networking sites; tools to create self-assessment activities.	Basic computer skills required, e.g. use of office applications, web browsers and search engines.	No data
Educación digital del futuro	Language [ES] Organizer: Universidad Carlos III de Madrid Platform: MiriadaX Duration: 9 weeks Weekly workload: 3 hrs Last start date: n/a Key words: n/a	Forums, readings, blogs. Peer assessment.	To answer the following questions: Are we witnessing a radical change in education? What are the proper forms of interaction in education? What role will take mobile devices for learning? The course is quite theoretical and reflective in nature.	Interaction; e-books, mobile devices and apps; mobile learning; revolution in education; teaching practices; feedback, motivation and analysis; final test and satisfaction survey.	Basic computer and internet skills, e.g. navigating the Web.	No data

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