

Exploring factors that influence the impact of MOOC learning on participants' professional practice



CENTRE FOR

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Project Aim and Objectives:

The aim of this project was to explore factors that might predict the impact which the Massive Open Online Course (MOOC) experience has on participants' professional practice. It explored data from the ULIP MOOC, a 70-week course developed and taught by the research team.

The project objectives were to:

- Explore how student experience and achievement interact to create a situation where students are able to apply their learning to their professional practices;
- Investigate

instit

MOOC

Research Title

March 2018 – January 2019

Research Scope: The innovative aspect of the project

Few studies to date have looked at the long-term impact of MOOC learning on participant practice. Through our survey and the interviews, we asked participants to reflect on the actual impact the MOOC has had on their classroom teaching. We were also able to highlight which participant background variables were key predictors of application of learning to professional practice; which MOOC activities (e.g., tutor video lectures, discussion forums, readings) were perceived to influence participants' continued professional development; and also the ways in which participants on our MOOC applied their learning to their teaching practices.

Key Findings and Implications: The major achievement of the project

As evidenced by findings, our study has direct implications for future research, design and development of MOOCs, particularly courses aimed at professional practice. We highlight the main findings below.

Participant background variables

There is indication that participants with more language teaching experience are more likely to benefit than other participants on the MOOC. In particular, they are more likely to find their profession

Bonafini, F. C. (2017). The Effects of Participants' Engagement with Videos and Forums in a MOOC

