



## MOOCs for teachers professional development

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### Abstract

In India there is a huge system of education from primary to tertiary level, millions of teachers are engaged in teaching learning process. In order to enhance their skills and providing them continuous content as well as pedagogical updation, no established traditional face-to-face system can get success. As per estimation there are around 9.5 million teachers are in school education and around 1.5 million in higher education in India. In such a situation, providing teachers with an opportunity to have professional self-enhancement options on a sustainable and continuing basis is a big challenge. There is lack of consistency in professional development opportunities for teacher in all developing countries including India, as they face historical and systematic inequity in access to professional development. In such a situation MOOC is an effective alternative. MOOCs can be a relatively perfect medium to professional development of teachers in many ways. This theoretical paper highlights the role of MOOCs in the professional development of teachers.

**Keywords:** MOOCs, professional development

### Introduction

One important job that an educational institution does is to guide students from the darkness of ignorance to the light of knowledge through learning experiences. Teachers are the main employees in the institutions who are crucial in bringing about this change. A program's teacher is its most crucial component, according to NCTE (1998) in Quality Concerns in Secondary Teacher Education. At every level, the most important person in charge of carrying out the educational process is the teacher. This demonstrates how crucial it is to fund teacher preparation in order to ensure a country's future. It is impossible to overstate the value of qualified educators to the country's educational system.

It is commonly acknowledged that teacher competency, sensitivity, and motivation play a major role in determining the quality and scope of student accomplishment. National Council for Teacher Education describes teacher education as a program of instruction, research, and preparation for teachers at the pre-primary to higher education levels. A program called teacher education focuses on enhancing a teacher's proficiency and competence so they are better equipped to meet the demands of their job and take on its challenges. "

Before the advent of the digital age, distance learning initially emerged in the shape of correspondence courses in the 1890s and 1920s, followed by course broadcasts on radio and television as well as the first iterations of e-learning. Less than 5% of students would typically finish a course (Saettler, 1968)<sup>[8]</sup>. Online, or e-learning and distance education, saw changes in the 2000s with the rise of MOOCs, an increase in online presence, and open learning options. From the open educational resources (OER) movement came the first MOOCs.

The term MOOC was given by Dave Cormier of the University of Prince Edward Island in 2008 in response to a course called Connectivism and Connective Knowledge (also known as CCK08).

MOOC (Massive Open Online Course) seeks to provide open access via the web and limitless involvement. Because

MOOCs don't have a set curriculum, participants can be self-directed. There is no cap on the quantity of participants. Since gaining knowledge or achieving a particular objective is the major goal, the number of professors or instructors might also participate. To enhance their learning, students can also construct MOOCs by debating a particular topic or chapter of the course.

### Types of MOOC

- xMOOC. Is the type of the learning where by the learners share the ideas and there is only one instructor on the discussion
- cMOOC. Here the learners manage their own learning, and they construct their own objective. The learners are not assessed or tested whether they have met the outcomes that they were aiming at.

### MOOC for Teacher Professional Development

In essence, Massive Open Online Courses (MOOCs) have been viewed as a viable remedy for Teacher Professional Development (TPD), as they provide new approaches to training and content distribution. MOOCs are widely understood to be unstructured online courses that are disseminated to thousands of students. The fact that MOOCs can handle a big number of teachers working in various locations is another helpful feature. Thus, it may be claimed that MOOCs, which are free and accessible to everybody with an Internet connection, present a wide range of opportunities for instructors' ongoing professional development.

MOOC is a valuable tool for teachers' professional development since it allows them to break free from the constraints of synchronic education by allowing classes to be held at any time, anywhere. The conventional view of classroom instruction has evolved as a result of MOOCs' transparency and adaptability. Everybody involved in education can help to improve its quality by using MOOC. The government's supportive policies ensure the provision of required subsidies, and the contributions from MOOC

consumers, particularly instructors, will ensure the quality of MOOC in this particular sector. Teachers now have a new platform to showcase, uphold, and assess their career proficiency thanks to MOOC. But MOOC needs to grow out of its broad development mindset, create application requirements for teacher professional development, and set up an ethical and scientific working mechanism.

Some of the MOOC providers in India

- SWAYAM
- epg-pathshala
- National MOOCs Co-ordinators
- UGC
- NPTEL
- NCERT
- Consortium for Educational Communication (CEC)
- IGNOU
- NIOS

Ambadkar (2014) <sup>[1]</sup> highlights the role of MOOC in teachers' professional development in the following ways

- MOOC is simple to use and widely available. The only prerequisites are a computer and internet access. Teachers are able to choose their own flexible learning schedules and pursue their own learning at their own pace.
- Professional development specific to a subject is possible with MOOC. With MOOCs, the learner has access to a vast array of alternatives. Instructors can select from a variety of topics presented in the subject area in which they wish to advance and broaden their expertise.
- MOOC is virtually cost-free. MOOC courses are free, although certification may incur a small fee. Through MOOCs, educators can keep up to date by taking courses from well-known academics at the most prestigious universities. Since MOOCs would offer the greatest low-cost substitute, educational institutions would also be freed from the financial burden of offering professional development training programs for their teaching staff.
- MOOC provides information on the newest technologies. MOOCs uses an interactive course structure and allow students to watch eminent academics from some of the top universities in the world demonstrate their teaching methods. This aids in the student's learning of the most current modifications to the teaching methodology.
- In the virtual realm of MOOCs, information exchange is facilitated by blogs, online discussion forums, and collaborative efforts. Engaging in online discussion forums with other educators facilitates the sharing of knowledge and the resolution of questions.

MOOC supports self, peer and cooperative assessment as well as self-learning. It is thought that by taking use of MOOCs' professional development courses, educators can stay current, educate themselves, and advance their careers. Teachers who participate in online tests and quizzes are motivated to perform better by their peers' evaluations as well as their own.

## Conclusion

The use of MOOCs for professional teacher development is new and unexplored. MOOCs and teacher development

together appear to present a clear win-win scenario. MOOC providers can increase the number of motivated, knowledgeable users on their platform by providing free, high-quality professional development to teachers.

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