

Integrating Inclusive LMOOCs in the NGO Classroom

(lessons learnt from the MOONLITE project)

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What is a MOOC?

Massive Open Online Course

- Potentially unlimited participation
 - Open access via the web
 - Typically on a dedicated platform (e.g., edX, Coursera, FutureLearn, MiriadaX)
 - Learning goals, structure, contents, activities, evaluation, certification
-
- Many challenges associated, e.g., adaptability, feedback, recog. & certif.
 - LMOOC: MOOCs for 2nd languages (Martín & Barcena, 2104)



MOONLITE project (2016 – 19)

(Massive Open Online courses
eNhancing Linguistic and
TransvErsal skills for social inclusion
and employability)

(Ref.: 2016-1-ES01-KA203-025731)

<http://moonliteproject.eu>

General goal: Explore the potential role of MOOCs in the promotion of the social inclusion & employability of displaced people

**Is open online language learning
appropriate for refugees and
migrants?**

**What is their level of literacy &
digital literacy?**

**Who are 'our' refugees and
migrants?**

What are their plans? What are their learning needs?

**What are the needs
of the teachers at
their support
centres?**

**What are their cultures:
social, learning, digital?**

A sample of experiences of using MOOCs in formal education:

- Levelling module for 1st year students of English in the Degree of Tourism at UNED: autonomous but guided & linked to the PE subject (Bárcena et al., 2014)
- EFL teaching with complex, remote & secluded environmental conditions & students keen to engage into non-traditional methods □ link between the classroom & the world (Zhao, 2015)

- A MOOC to supplement a course on L2 teaching/learning methodology permitted:
 - engagement with a much wider community of practice
 - access to extra online materials and new ‘expert voices’
 - the identification of “troublesome knowledge” (Orsini-Jones et al., 2017)
- Incorporating PE MOOCs at university made students more aware of the practicalities of their learning, their need for self-development, better critical thinkers, decision makers, etc. (Shalatska, 2018)

MOONLITE's Open Doors LMOOCs

- Analyses of the MOOC participant profiles lead to the conclusion that they are not fulfilling their integrative goal
- Unparalleled refugee crisis & info on the complex situations of displaced people leading to exclusion, poverty & radicalization
- Their unstable situations + overcrowded & underfunded NGOs & support centres for 2LL (few hours a week, basic materials, limited resources)
- Analyses of existing MOOCs & LMOOCs revealed their inadequacy & the need to build inclusive courses

An inclusive LMOOC design process

- 20 national NGOs involved in language teaching contacted & invited to a round of meetings (mixed assistance)
- Needs analysis revealed:
 - Refugees' profile \Rightarrow heterogeneous personal & occupational background; academic level & qualifications; digital devices & skills
 - Teacher's needs \Rightarrow inc. support esp. for mechanical aspects
 - Students' expectations \Rightarrow common life & employment projects
 - Training sessions on MOOCs
 - 1st design decisions made:
 - Immediate Needs
 - Design Thinking



Puertas Abiertas
Español para
necesidades inmediatas I

Open Doors: Spanish Course for Immediate Needs I & II

- A1 - A2+ (6 weeks each)
- Teaching teams mix RSGs and UNED
- 1st course content:
 - Module 1: Administration and bureaucracy
 - Module 2: Routines and daily life
 - Module 3: Travel and moving around
 - Module 4: Going to the doctor
- 2nd course content:
 - Module 1: Integration and socialisation
 - Module 2: Looking for housing
 - Module 3: Training and employment
 - Module 4: Defending rights

Multimodal materials development



- Refugees & teachers as participants
- Guides, transcriptions
- All four second language competences
- Inclusive language
- Inclusive pedagogy

The UNED Open edX MOOC Platform

The screenshot shows the desktop interface of the UNED Open edX MOOC platform. At the top, the course title is "UNED: MOONLITE_I_001 Puertas Abiertas: Curso de español para necesidades inmediatas (I)". The user is identified as Timothy Read. The course is viewed as "Staff". The navigation menu includes Home, Course, Vocabulario, Textos de los vídeos, Discussion, Progress, Recursos, and Instructor. The left sidebar shows a "Bookmarks" section with a list of activities for "Módulo 1: ¡Hola! Aquí estamos", including "¿Qué aprendemos en el Módulo 1?", "1.1. Los sonidos del español", "1.2. Nos comunicamos", "1.3. En la oficina de empadronamiento. Hacemos trámites", "1.4. Materiales Módulo 1", and "1.5. Actividad final Módulo 1". The main content area displays the forum post "Empadronamiento en mi país" with a "VIEW UNIT IN STUDIO" button. The post text asks "¿En tu país existe el 'empadronamiento'?" and "¿En qué consiste?". Below the text are "Show Discussion" buttons and "STAFF DEBUG INFO" links.

The screenshot shows a mobile device displaying a questionnaire titled "Cuestionario inicial 'Puertas Abiertas: Curso de español para necesidades inmediatas (I)'". The page includes a "VIEW UNIT IN STUDIO" button and a "Bookmark this page" link. The questionnaire text says: "Muchas gracias por completar este cuestionario de forma anónima. NOTA: La información obtenida solamente se utilizará con fines de investigación." Below this, there are fields for "Edad *", "Género *", and "Nacionalidad *", each with a "Choose" dropdown menu. The "Género" options are "Masculino", "Femenino", and "Otro". The "Nacionalidad" option is "Otro". At the bottom, there is a question "¿Estás en España? *" with "Si" and "No" radio button options.

The screenshot shows a mobile device displaying a video player titled "Video 1: En la oficina de empadronamiento I". The page includes a "VIEW UNIT IN STUDIO" button and a "Bookmark this page" link. The video player shows a scene with two people sitting at a table in an office setting. Below the video player, there is a "STAFF DEBUG INFO" button and a "Activity Video 1 'En la oficina de empadronamiento I'" section with "5 points possible (graded)". The first question is "1. ¿Qué quiere hacer Kotaiba?".

Teaching/learning methodology

- MOOCs needed to be used openly \square autonomously
 - Lack of familiarity with the platform, Spanish, MOOCs, digital tools...
 - 14 mini-videos:
<https://www.youtube.com/playlist?list=PLEVhglljy7PU27DTp2GdrrGRw4TnWvGVH>
 - How to enrol for the course
 - How to do the course
 - Structure of the course
 - Different types of activities
 - How to listen to an audio
 - How to participate in the forums
 - *How to do a P2P activity*
 - How to evaluate the course
 - How to ask for a certificate...

- Teaching productive oral skills
 - Limitations of the platform
 - Difficulty of P2P ⇨ Open Doors II
- Facebook page (<https://bit.ly/2IHEP4F>)
 - Types of posts
- Personalization: facilitators' recorded greetings
- Facilitators' training (+ inexperienced classroom teachers)
 - 'Inclusive teaching'
 - Not taking digital literacy for granted
 - Prioritising queries
 - Supporting discouraged students
 - Using intralanguage

Other considerations about LMOOCs as a blended learning tool

- About students:
 - Mobile devices
 - Mainly used for FB (being in contact with far-away family & friends)
 - Varying degrees of experience in L2 learning (mostly in non-formal & semi-formal contexts)
- About teachers:
 - The ONGs have a syllabus to cover (ASILIM)
 - Were given:
 - a list of all the lexical, grammatical, etc., topics covered in the course
 - a guide with the structure of the course, the ref to the FB page, the types of activities (2 layers), the evaluation procedure

The different ways in which the LMOOC can be used:

- Totally/partially
- Before (brainstorming, diagnosis) / during (homework, reinforcement) / after a topic has been covered
- Individually/in pairs/collaboratively (esp. for students with low literacy)
- Periodicity

Sample of activities for each module to link the MOOC with the classroom-based course syllabus, e.g., OD I

- Module 1: practise in the classroom introducing yourself
- Module 2: bring a list of the electrical appliances where you live (photos) & comment on how useful they are, etc. (this can be linked to grammatical practice)
- Module 3: what paperwork have you done so far in the country?

- Teachers were asked to register in the courses to follow their students' progress/difficulties
- Esp. for A1 students (low digital skills): bring the devices to classroom (BYOD)
- Use classroom time also to work on:
 - challenging aspects
 - oral skills

A “taster” of the Open Doors data

- Over 95% of students from outside EU/US
 - (E.g., Syria, Cameroon, Venezuela)
- Approx. 2200 registered students, > 30% completion
 - Most LMOOCs between 7-15%
- 98% activity completion rates
- Continued forum use throughout course
- Progression in the target language:
 - Longer, more elaborate, and more inclusive, positive cognitive gain, etc.

Conclusions

- Hard to define which elements are responsible for the success of the course!
- Challenges were: user profile (heterogeneous, gaps, emotional trauma)
- Attention in course design to didactic versatility, inclusion & persistent motivation (reminders, etc.)
- The teachers reported benefits that are difficult to quantify
- They have required 3 further LMOOCs: Basic digital literacy, B1 Spanish & Teacher training for blended learning

To find out more

- MOONLITE “Meta MOOC” as an OER
- <http://moonliteproject.eu>
- Publications
- Search for us



UNED UNED Abierta SEARCH COURSES WHAT YOU WANT TO ASK US

imooCi

The value of developing and using MOOCs for refugees and migrants in the European context UNED

YOU ARE ENROLLED IN THIS COURSE VIEW CONTENT

VIEW ABOUT PAGE IN STUDIO

This course will be left permanently open as an open educational resource to be consulted but the forum will not be attended since the course is not live.

ABOUT THIS COURSE

This course is about the application of MOOCs for displaced people (refugees and migrants) with a view to their social inclusion, employment, and access to higher education. The contents of this MOOC have theoretical, pedagogical and practical aspects, and present case studies of different MOOC application scenarios in four European countries (Germany, Spain, Sweden, and the UK).

The course deals with the different aspects of this process so that anyone working with refugees and migrants, or considering doing so, can understand the benefits and difficulties of using MOOCs and acquire relevant knowledge and best practices.

Google

moocs for refugees

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[The value of developing and using MOOCs for refugees and migrants ...](https://iedra.uned.es/courses/course-v1:UNED+CC101+2018_T1/about)

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