

Conceptualising, Designing & Implementing a MOOC: Lessons from the Stairs Project

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Co-funded by the
Erasmus+ Programme
of the European Union





Aim of STAIRS Project

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Learning about good practice European educational inclusion projects/initiatives – policy and practice from sharing countries

Investigating how multi-agency collaboration promotes inclusion - educational good policy & practice at state, regional and local level

Exploring the potential, and documenting the process of adapting & upscaling the projects/initiatives to learner countries

Considering the attitudinal & mindset (cultural) change required at various levels – state & regional policy, teacher education, school leaders & teachers [Change Management]

Outcome: Recording the transformation process - MOOC (Massive Open Online Course)

What is the STAIRS MOOC



STAIRS MOOC

MOOC – important medium through which STAIRS project findings can be disseminated

MOOC designed around 6 modules and associated lessons based on aspects of the research project

MOOC

Becoming an integral part of many instruction/educational courses in formal and non-formal spaces (incl. Adult Education)

- Growth in microcredentialing

Contain aspects of distance learning over a variety of timescales, materials, support, assessment and certification

Conceptualising the STAIRS MOOC



Developed an Initial Concept Paper & MOOC technical paper

MOOC is a way of displaying our project findings and to add to body of knowledge in the area of social Inclusion

To make it engaging for the user – and share the knowledge we have gained from the project

To make the MOOC informative, interactive and challenging

To challenge participants to think differently or reconsider their position (about inclusion - e.g. Teacher skills)

To consider the process of adapting practice – at policy and/or practice level

STAIRS MOOC Structure and Module Outline Document

MOOC Concept



- Important considerations -> how it will be organised & how to keep learners engaged
- **Option One:** SuperMOOC (one platform with all material located on the platform)
- **Option Two:** Series of independent MOOCs
- **Option Three:** An amalgamation approach – overarching design with links to different (independent) MOOCs
- Option One selected by partners -> material developed and uploaded onto **CANVAS**
- ECTS and certification of participation – badges



Two broad types of MOOC

- **CMOOC** - connectivist MOOC – learner autonomy, diversity of learning environment, interactivity, sharing & creating knowledge; teacher as facilitator
- **XMOOC** – step by step movement, precorded video material, list of reading material & specific content, and automated assessment (limited feedback and interaction); teacher creates content but limited interaction
- Other typologies– syncMOOCs, groupMOOCs, asynchMOOCs, miniMOOCs, transferMOOCs
- We selected an xMOOC hybrid model -> produced the STAIRS MOOC structure and Module Outline Document

Designing the STAIRS MOOC



Selected the xMOOC but with the aim it is flexible -> cMOOC



Designed the MOOC with the learner in mind – diversity of learner



STAIRS MOOC takes the learner on a journey that they can design themselves depending on their own interests – inbuilt flexibility in selecting modules and/or lessons



Took the image of a FERRIS wheel to depict the MOOC – moving where no part is greater than the other part & Policy at the centre



Focus of STAIRS Project

Broad definition of Inclusion

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- Sharing countries selected projects that fitted partner interests
- Multi-agency collaboration at foundation of the project—DEIS, TEIP, EduGep, Inclusion Framework in Portugal and Ireland, YouthReach, Limerick DEIS Literacy Initiative, TED project etc.

How we identified good practice initiatives that guided our Study Visits - Good Practice Grid

Policy context of the initiative

Funding

School and institutional (HEIs, Teacher Education, Private) partnership

Practitioners (History of working together)

Collaborative ethos within the project/initiative (child centred)

Professional Development

Matching Modules to Good Practice Grid

MOOC Modules	Policy, Policy makers & funding	Schools & Practitioners	Special Education, Inclusion & School Transitions	Vocational education & Early School Leaving	Multi-agency collaboration	Adapting good practice & change management
Policy						
Funding						
Schools & Institutions		x				
Practitioners						
Collaboration						
Professional Development						



Who are the Target Learners

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Broad range of Learners -> change agents

- Policy makers
- Teacher educators
- School leaders & teachers (primary to FE/VET)
- ITE students (final years (future change agents))
- Teachers undertaking CPD/further education





The STAIRS Wheel

- Not linear because the journey to inclusion is not linear – many dimensions (legislation, policy and practice)
- Policy and policy change is a central hub – because it is critical to successful adaption or change
- Each spoke and bucket represents STAIRS work
- Learner takes modules in any order
- STAIRS MOOC can be facilitated by an instructor
- Embedded in our Good Practice Grid
- We selected six modules (& introduction) based on the Grid which underpins our project and also partner interests

Designing the Modules

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Developed STAIRS MOOC Structure and Module Outlines working document

Overall objectives and aims of the MOOC

Individual Module

Co-ordinator

ECTS

Introduction

Syllabus -
lessons

Learning
Outcomes

Study Resources



Module Material

- STAIRS outputs – esp from Study Visit
- Lesson videos
- Study Visit material – Video and background reports – evaluations etc.
- Erasmus+ Projects
- European Commission/
UNICEF/ UNESCO material & websites
– EASIE
- Published Academic Journal Articles



Example: Schools and Educational Practitioners: Making Schools Inclusive Environments

Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five	Lesson Six
Inclusive Education for All – Power of the School	Macro Level State Support and School Response to Educational Disadvantage, Example One	Macro Level State Support and School Response to Educational Disadvantage, Example Two	Developing Home School Community Partnerships	A Regional Response: Developing Partnerships across Schools to Enhance Teacher Continual Professional Development	Reaching beyond the School: Developing School – Community and Teacher Education Partnership

Example: Special Education, Inclusion and School Transitions Module

Lesson One	Exploring the Concept of Inclusion and Inclusive Education
Lesson Two	Tracing the Policy Path towards Inclusion and Inclusive Education
Lesson Three	Inclusive Practice in Portugal
Lesson Four	Inclusive Practice in Ireland
Lesson Five	Inclusive Practice across Europe
Lesson Six	Inclusion and the Voice of the Child
Lesson Seven	A Bridge back to school – an inclusive educational model during COVID-19

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STAIRS MOOC



The MOOC, **Promoting Social Inclusion through Education** will shine a light upon, and promote social inclusion through education by documenting good practice exemplars which are particularly based upon multi-agency collaboration. This MOOC has been created by 7 institutions from Croatia, Czech Republic, Hungary, Ireland, Portugal and Slovenia within the STAIRS project (Stakeholders Together Adapting Ideas to Readjust Local Systems to Promote Inclusive Education). If you want to **learn to do more for inclusive education**, join the course and be part of the policy learning experience.

Here you find the privacy statement and the [link for the quiz](#) that you have to complete to unlock the module contents. Please also find a more detailed [introduction to the MOOC here](#).

View Course Stream

Coming up [View Calendar](#)
 Nothing for the next week

Recent feedback
 Nothing for now





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Dashboard



Courses



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Inbox



Assessment of the Introductory Module
0 pts

▼ Module 1 - Policy, Policy Makers and Funding / Written by HUNGARY



1.1 Introduction to Module 1



1.2 Module credit



1.3 Description of module content



1.3.1 Learning outcomes



1.3.2 Requirements, purpose



1.4 Lesson 1: Inclusive Education: building the airplane while flying



1.4.1 Lesson 1: Task 1



Question 1.2
0 pts



1.4.2. Lesson 1: Presentation - Inclusive Education: building the airplane while flying



1.5 Lesson 2: The historical role of UNESCO in thinking about inclusion: the beginnings and the present



Question 2.1
0 pts



1.5.1 Observatory on the Right to Education - questions and tasks



1.6 Lesson 3: Today's policy initiatives in supporting inclusion in education



1.6.1 Lesson 3: World Bank: Inclusive Education Initiative



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6.1 Introduction to Module 6

This module will provide opportunities for the learner to explore and investigate how educational initiatives in one country can be adapted (policy and/or practice) in another country and the process of change management that is required for successful implementation of initiatives that address social and educational exclusion and marginalisation.



Ana Paula Silva presenting the module - APS szerepét, funkcióját, beosztását itt megjeleníteni.

This module will explore a potential structure for developing national adaption plans, taking into consideration the contextual circumstances of an individual country. In particular, the module will document the creation of national adaption plans and policy recommendations supporting the upscaling of these national adaption plans to develop broader European Adaption Plans. The European Adaption Guidelines will support the possible adaption of education initiatives at the European level by any interested country, region or community. The national adaption plans will identify the key conditions required to develop and sustain collaborative approaches amongst key stakeholders that help reduce social exclusion. The module will also explore the process of managing change, particularly deciding what needs to be changed and why change needs to occur. It will also investigate the challenges underpinning the transformation of beliefs and mindsets and managing expectations, particularly when new initiatives etc. are being implemented at a multi-agency level. The change management toolkit will highlight/profile innovations in inclusive practices that can be successfully introduced in the adapting countries. The module will explore why change is important and the conditions necessary for, and challenges of, change management.

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Some Key Lessons

- Sufficient Lead in Time -> develop concept paper that identifies:

- Aims & Objectives
- Target participants
- MOOC design (Super MOOC etc)
- Platform
- Typology – cMOOC or xMOOC
- Approximate number of Modules
- Module design – talking teacher etc.
- ECTS and Certification ->growth in microcredentialing
- Assessment – but dictated by typology



- Develop MOOC structure and Module Outlines (Book of Modules)