

Facilitated Massive Open Online Course (MOOC) Based Teacher Professional Development in Kazakhstan: Connectivism-Oriented Practices

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Abstract : Teacher professional development (TPD) in Kazakhstan has followed a fairly standard format for centuries, with teachers learning new information from a lecturer and being tested using multiple-choice questions. In the online world, self-access courses have become increasingly popular. Due to their extensive multimedia content, peer-reviewed assignments, adaptable class times, and instruction from top university faculty from across the world, massive open online courses (MOOCs) have found a home in Kazakhstan's system for lifelong learning. Recent studies indicate the limited use of connectivism-based tools such as discussion forums by Kazakhstani pre-service and in-service English teachers, whose professional interests are limited to obtaining certificates rather than enhancing their teaching abilities and exchanging knowledge with colleagues. This paper highlights the significance of connectivism-based tools and instruments, such as MOOCs, for the continuous professional development of pre- and in-service English teachers, facilitators' roles, and their strategies for enhancing trainees' conceptual knowledge within the MOOCs' curriculum and online learning skills. Reviewing the most pertinent papers on Connectivism Theory, facilitators' function in TPD, and connectivism-based tools, such as MOOCs, a code extraction method was utilized. Three experts, former active participants in a series of projects initiated across Kazakhstan to improve the efficacy of MOOCs, evaluated the excerpts and selected the most appropriate ones to propose the matrix of teacher professional competencies that can be acquired through MOOCs. In this paper, we'll look at some of the strategies employed by course instructors to boost their students' English skills and knowledge of course material, both inside and outside of the MOOC platform. Participants' interactive learning contributed to their language and subject conceptual knowledge and prepared them for peer-reviewed assignments in the MOOCs, and this approach of small group interaction was given to highlight the outcomes of participants' interactive learning. Both formal and informal continuing education institutions can use the findings of this study to support teachers in gaining experience with MOOCs and creating their own online courses.

Keywords : connectivism-based tools, teacher professional development, massive open online courses, facilitators, Kazakhstani context

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