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MOOCs for Faculty Professional Development with Learning Technologies in Higher Education

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MOOCs for Faculty Professional Development with Learning Technologies in Higher Education (Summary of Poster)

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Introduction:

Academic work is complex and ever changing in both research and teaching. Professors are experienced in their field of study; however, they are not usually as experienced as teachers who draw upon the newest pedagogy and teaching methods utilizing technology (Mundy, Kupczynski, Ellis & Salgado, 2011).

New and experienced professors can benefit from ongoing faculty development for technology enabled blended and online teaching and also for graduate supervision. With many demands on their time, gathering professors together for professional learning focused on teaching and graduate supervision can be a challenge.

MOOCs can provide an ideal learning environment for faculty to continue to develop their expertise as online teachers and as graduate supervisors.

This study focuses specifically on the use of MOOCs for faculty development as graduate supervisors.

The Uses of MOOCs in Higher Education:

MOOCs are used in three key ways:

- Blended learning
- To facilitate multi-institutional relationships.
- Faculty development

Framework for Designing Faculty Development

MOOC:

- **Connectivism Theory:**

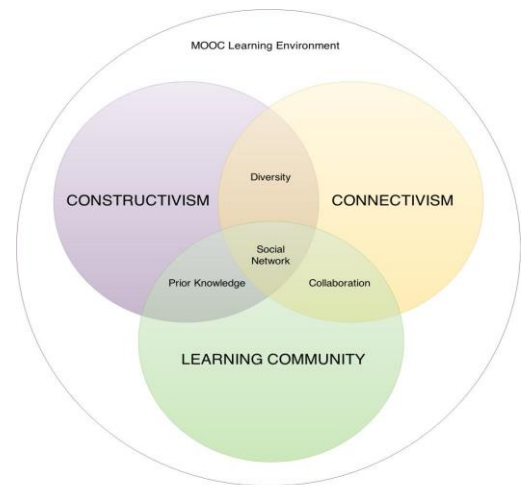
Informs social networking, learner diversity and active learning.

- **Constructivism Theory:**

Informs social construction of knowledge, prior knowledge and experience and learner diversity.

- **Learning Community:**

Informs the collaboration between instructors and learners in community.



Conceptual Framework for Designing Faculty Development MOOC

Why MOOC for Faculty Development?

- Affordability and flexibility:
- Multidisciplinary, multi-institutions collaboration:
- Increasing Digital skills:

References

Mundy, M. A., Kupczynski, L., Ellis, J. D., & Salgado, R. L. (2011). Setting the standard for faculty professional development in higher education. *Journal of Academic & Business Ethics*, 5, 1-9.

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