

# DEVELOPMENT OF A FRAMEWORK FOR MOOC IN CONTINUOUS TRAINING

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## ABSTRACT

Inserted in the area of education in the field of specialty of the technologies of information and communication in the education, the focus of this research is the production of knowledge about the MOOC (Massive Open Online Courses) within the educational community, through the formulation of a conceptual framework for the continuous training. The accelerated expansion and spread of digital technologies has made the Massive Open Online Course (MOOC) a mass distribution of knowledge, providing access to a more open and flexible education. Nevertheless, being a relatively recent phenomenon, it is still not considered properly or excessively clarified, thus motivating us to carry out this study, seeking to know this reality more deeply. Thus, the focus of the future study is to develop a framework for MOOC in the context of continuing teacher education.

## KEYWORDS

MOOC, Framework, Continuous Training

## 1. INTRODUCTION

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Inserted in the area of education in the field of specialty of the technologies of information and communication in the education, the focus of this research is the production of knowledge about the MOOC (Massive Open Online Courses) within the educational community, through the formulation of a conceptual framework for the continuous training.

Our research fits into the field of education and training, specifically in the recent modality of massive and open distribution of knowledge. We consider that the theme Massive Open Online Courses is relevant, evidencing and attending to the national and international adhesion of this type of courses, signaled by the growing number of studies that have arisen. Nevertheless, being a relatively recent phenomenon, it is still not considered properly or excessively clarified, thus motivating us to carry out this study, seeking to know this reality more deeply.

In this line, we understand a possible gap in the construction of courses of this format: the lack of a solid and justified structure in the construction of a MOOC. Thus, this work intends to contribute to the construction of courses in this format, within the framework of continuous teacher training, showing how this typology of courses can be adjusted to the training offer for teacher training.

## 2. WORK IN PROGRESS

Several distance education, open education and online educational service delivery programs have been developed to promote accessibility and personalized learning in higher education (Perifanou, 2014). Currently, with the advent of MOOC, new educational models have emerged that offer flexibility and completion of the course for free or low cost (Yuan & Powell, 2013).

A Massive Open Online Courses is a recent phenomenon that has emerged, particularly in the field of higher education. Distinguishing from more traditional online courses, the MOOC are new learning environments based on the connectivist learning theory of Siemens and Downes (2008). These courses support a large number of participants, intermediated by online, interactive and collaborative application models and in open access, with shared knowledge freely without restrictions (geographical and economic) of access.

As regards the development of frameworks, several works have been done in this area, highlighting the work of Rosselle, Caron and Heutte (2014) and Schneider (2013). However, we consider it necessary to know works done a priori in this area, whose purpose is to know the empirical field to later define it. Defining the field, is relevant make a bridge between the same and the area of MOOC, allowing meet the links shared of the two concepts.

We pretend to research, especiafically, a field low explored due to the potencial as work and in order to give fill the gap of have scarce information in that area. Thus, we intend know in-depth a field, develop and definy it based in research done for others.

## 2.1 Problem, Research Questions and Objectives

The present work is based on the following research problem: What criteria should be established for the creation of a framework for MOOC in the context of continuous training?

This problem arose due to the need to (i) study a recent educational phenomenon, (ii) to clarify a gap identified by us and to establish clear lines regarding the construction and development of MOOC, and (iii) to apply empirical methodologies and techniques that May be favorable to our study.

Having stated our research problem, we have set out four questions that we intend to answer in the course of our research, and we consider it essential to achieve the goals set by us.

Q1: What dimensions are identified in the various types of frameworks for existing MOOCs and how are they implemented?

Q2: What factors are related to MOOC implementation success?

Q3: Are there any specifications based on the context or audience for which the MOOC is directed?

Q4: Are there particular factors and / or dimensions depending on the context or the target audience for which the MOOC is directed?

Through the exposition of the problem and research questions, the present research has as general objective to structure a solid framework of the development of MOOC, applied in the scope of continuous training. According to the situation identified as problematic, the following specific objectives were defined:

(i) Carry out the literary review and existing works on the topics to be studied, defining and highlighting the key concepts;

(ii) Analyze multiple framework typologies for MOOC (through scoping literature review) and verify the various dimensions of these frameworks, in order to consider the key elements to create a supportive framework for MOOC;

(iii) Structuring a framework for MOOC, stating the dimensions that constitute it and indicating how these dimensions can be applied in the context of continuous training.

## 3. FUTURE WORK

In this research we need to establish the methodology that fits and meets our objectives and which respond to our questions, opting maybe to a qualitative or mixed methodology. However, this parameter is not definitively defined, being one of the characteristics to establish in future work.

Besides that, we intend to understand MOOC vision and building process behind it, through the knowledge and concepts acquired in a literature review. This study aims to establish a literary systematization through foundations based on reality and knowledge and services, serving as support for the research problem. In other words, it is intended to find a clear explanation through the collection of data in the empirical reality, carrying out an in-depth study through the systematization of existing knowledge and new findings based on research.

In this way, it will be sought to determine and establish potential typologies and plausible and credible dimensions for the development of a framework that sustains a more recent reality, theoretically and socially justified, in order to be followed and applied by other specialists. We intend to make a critical exhaustive analysis of existing typologies, stipulating a set of dimensions that fulfill all the requirements for us intended. For this, we will take into consideration all the important angles for the construction of a MOOC, a simple structure that preserves the complexity of the formative process, versatility in teaching-learning process methods, diversity in interactive and collaborative tools, among others. This analysis will focus on continuous training as well as other areas of research in order to compare and perceive possible and potential differences between disparate contexts and target audiences.

In order to delineate the dimensions for the framework, a validation by specialists of different areas will be carried out after the definition of the dimensions, with the purpose of obtaining recommendations by the same ones for the implementation and application of the framework. With this data collection, it is intended to support the construction and consolidation of the developed framework, so that conclusions can be drawn to reach the final product.

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