



MOOCs4D: Potential at the Bottom of the Pyramid



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Improving classroom practice at scale: Teachers' Professional Development

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Global focus on teachers

GMR 2014: Teaching and Learning: Achieving quality for all

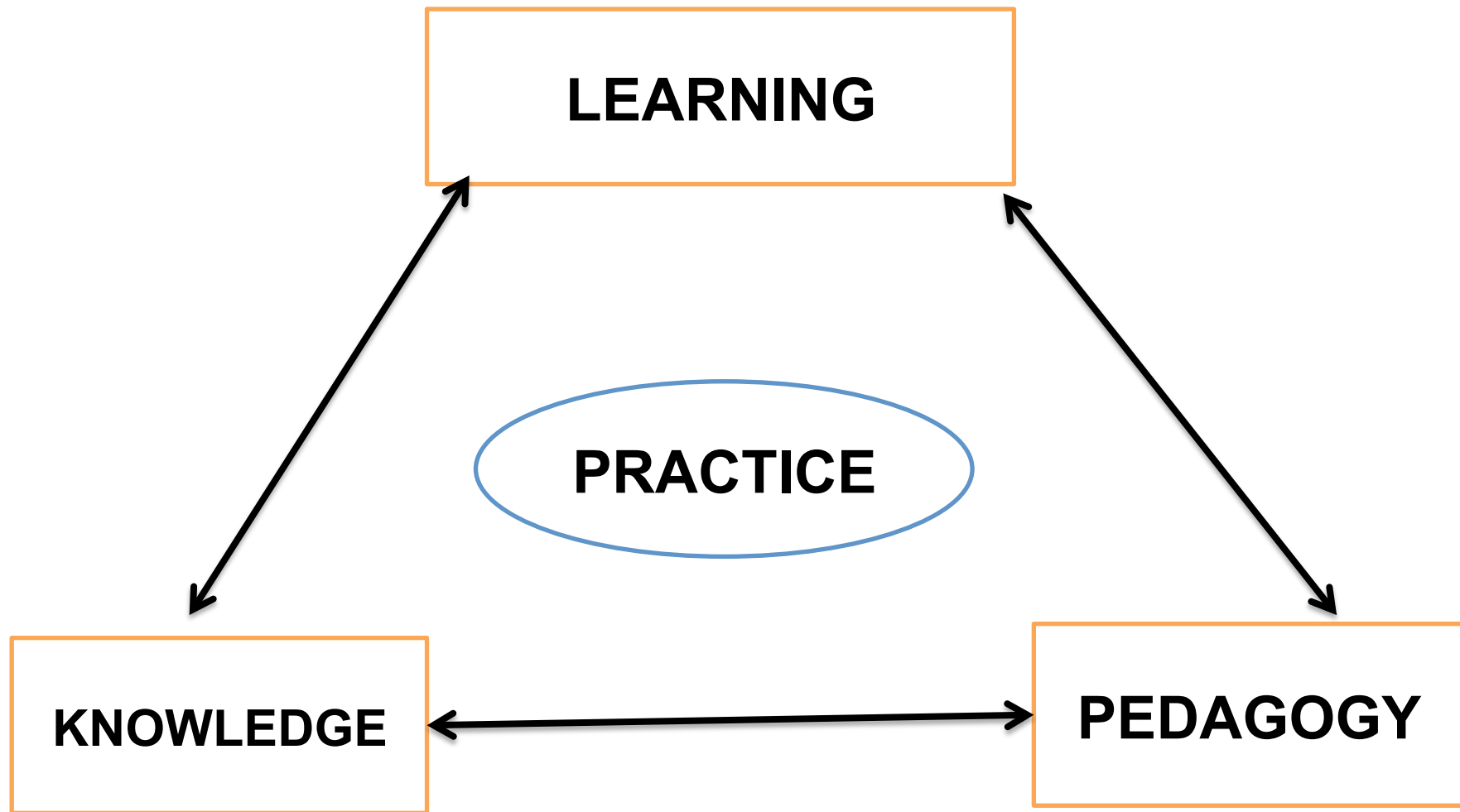
- need for new teachers (estimated 5.2 million by 2015)
- professional development for untrained teachers
- new modalities for teacher education to meet demands
- education for teacher educators

Global policy focus on ‘learner centred’ education at school level



Teacher Education new modalities: Key Ideas

- Classroom as site of learning
- Teachers positioned as ‘active enquirers’ in activity–based pedagogic approach
- Focussed on core of pedagogic skills and capabilities
- Harness technology platforms and open content
- Operate at scale



Our model of teacher development



Characteristics of teacher practice

Teachers who:

- possess a repertoire of pedagogical skills to meet the needs of diverse learning situations
- co-construct knowledge with their learners
- view learners as problem solvers (intrinsically motivated if tasks are personally authentic)
- recognise and value what children learn from their home, social and cultural environment



Common features of our TE programmes

- small chunks of learning collaboratively developed
- centrality of classroom activities (authentic tasks)
- use of case studies
- multi media resources (text, audio, images, video)
- collaborative spaces
- local language and resources
- flexible formats (print, CD, online, SD cards) for multiple uses and contexts
- CC license



Lessons from Use

- importance of *broker* to mediate and support teacher engagement (range of actors in this role)
- finding a balance between the local and global for content
- early adopters critical for peer leadership
- off line formats including print still essential
- challenge of encouraging sharing amended / new OER,



Developing a MOOC for teacher educators: opportunities and constraints

- supporting capacity building (understanding and skills in pedagogies and creation and use of OER)
- core group of teacher educators to ‘mentor/ teach’ on initial presentation

BUT

- accessibility?
- accreditation?
- diversity of participant background and prior experience?
- sustainability? ease of translation and localisation?