OUSL-CEMCA PROJECT ON CPD MOOCS-OER-OEP (PHASE 2) 2018-2019 – 19-EDI-262

Design, Development, Implementation and Evaluation of Massive Open Online Courses for Continuous Professional Development (CPD MOOCs) on Adoption of Open Educational Resources (OER) and Open Educational Practices (OEP) – A Design-based Capacity Development Initiative - PHASE 2

Final Report

Shironica P. Karunanayaka
30th June 2019
OUSL-CEMCA PROJECT ON CPD MOOC-OER-OEP (PHASE 2)
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Final Report
(Deliverable 3.1.8 – Due 30th June 2019)

Project Title:
Design, Development, Implementation and Evaluation of Massive Open Online Courses for Continuous Professional Development (CPD MOOCs) on Adoption of Open Educational Resources (OER) and Open Educational Practices (OEP) – A Design-based Capacity Development Initiative - PHASE 2 (September 2018 - June 2019)

Partners:
The Open University of Sri Lanka (OUSL) & Commonwealth Educational Media Centre for Asia (CEMCA)

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- Mr. Dinesh Gunathilaka (Technical assistance)
- All participants of the CPD MOOCs
- The CPD MOOC Project Team Members

The Project Team:

1. Prof. Shironica P. Karunanayaka (Professor in Educational Technology, Dean/Faculty of Education, OUSL) – (Project Coordinator & Research Team Leader)
2. Prof. Som Naidu (Pro-Vice Chancellor, USP, Fiji)-International Expert
3. Prof. J.C.N. Rajendra (Dean/Faculty of Natural Sciences, OUSL)
4. Prof. S. Anbahan Ariadurai (Vice Chancellor, OUSL)
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9. Ms. Kaushalya Perera (Lecturer/Faculty of Education/OUSSL)
10. Dr. Thanuja Sandanayake (Senior Lecturer/Faculty of IT/UoM; former PhD Student/OUSSL)
11. Mr. Susil Perera (PhD Student-Faculty of Education/OUSSL; Former Senior Lecturer/NIE)
EXECUTIVE SUMMARY

The Open University of Sri Lanka initiated a research project on the design, development, implementation and evaluation of Massive Open Online Courses for Continuing Professional Development of practitioners in the adoption of Open Educational Resources and Open Educational Practices (CPD MOOCs on OER and OEP). Phase 1 of the project comprised the design and development of four CPD MOOCs which was successfully completed in June 2018. Phase 2 of the Project was on implementation and evaluation of the CPD MOOCs, and it was completed by May 2018.

The design and development of these CPD MOOCs took a significant departure from contemporary practices. It adopted a scenario-based approach to learning (SBL), grounded in constructivist pedagogy. Four CPD MOOCs on OER and OEP were developed based on this conceptual framework, situating the learners in authentic learning contexts where they had to solve real-life challenges. During Phase 2 of the project, the four CPD MOOCs were implemented via Moodle LMS, and its impact was evaluated.

A Design-based approach was adopted in the overall research process, where the researchers collaboratively engaged in a contextualized, process-oriented and a self-reflective enquiry to address the key research problem “How best to design an effective CPD MOOC on OER and OEP?”. Both qualitative and quantitative data have been collected throughout the process using multiple strategies. Continuous evaluation of learner participation in the CPD MOOCs and analysis of their feedback on the learning experience was conducted throughout the implementation process.

Amidst various challenges including time constraints and technical issues, the project team managed to proceed with commitment, and successfully complete this team work within the scheduled time. Several academic and research outputs have been released during both Phase 1 and Phase 2 of the project.
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• Introduction
• Conceptual Framework
• Methodology
• Results and Discussion
• Outcomes and Outputs
• Conclusions
• Appendices
INTRODUCTION

Background

The Open University of Sri Lanka (OUSL) initiated a research project in 2017, on the design, development, implementation and evaluation of Massive Open Online Courses for Continuing Professional Development on the adoption of Open Educational Resources and Open Educational Practices (CPD MOOCs on OER and OEP), with the support of the Commonwealth Educational Media Centre for Asia (CEMCA). This project was planned to be conducted in two phases: Phase 1 involving design and development; and Phase 2, to implement and evaluate the CPD MOOCs.

Phase 1 was conducted from 1st September 2017 to 30th June 2018, and the Final Report has been submitted. Phase 2 of the Project commenced from September 2018, and completed by May 2019. Interim Progress Reports were submitted in January and June 2019. This final report on Phase 2 of the project provides a detailed account of tasks completed up to 30th June 2019, along with an evaluation of the activities. This is submitted in fulfilment of Deliverable No. 3.1.8 as specified in the Contribution Agreement (under the Budget Code: 19-ED1-262).

Rationale and Significance

The motivation to develop these four CPD MOOCs was mainly to support practitioners adopt OER and OEP in their professional practice. This will necessitate them to move beyond a mere focus on access to OER, and to engage in various scholarly practices of openness, resulting in OEP which are participatory, collaborative and innovative in nature. This essentially requires a proper understanding of the concept of OER, and skills in finding, identifying, and creating OER as well as how best to integrate OER to support the teaching-learning process. Accordingly, the four CPD MOOCs focused on: 1.) Understanding OER; 2.) Searching and Evaluating OER; 3.) Creating and Adapting OER and 4.) Integrating OER and Adopting OEP.

These were successfully developed and implemented as the first MOOCs implemented by OUSL as well as in the Sri Lankan higher education system. This can be considered a timely venture, at a time where ICT and OER-integrated teaching and learning is becoming more and more popular within the education systems, and a growing need for raising awareness on the potentials of OER and promoting OEP among educators and other practitioners is evident. This initiative has a significant impact on OUSL taking the leadership in the higher education system in Sri Lanka, in this novel arena.

Aim and Objectives

The overall aim of the Phase 2 of this project was to raise awareness on the potentials of OER and OEP, and enable development of competencies in the adoption of OER and OEP, among practitioners, through the implementation of the four CPD MOOCs. Specific objectives were to:

1. Implement the four CPD MOOCs on OER and OEP
2. Evaluate the impact of these CPD MOOCs

Project Duration: September 2018 to May 2019
CONCEPTUAL FRAMEWORK

Fundamentally, Massive Open Online Courses (MOOCs) are online courses which are openly accessible to masses who aspire life-long learning. ‘Massiveness’ of MOOCs is often attributed to the large numbers of learners who enrol in these courses. Yet, it also results in greater diversity among learners, learning styles and learner needs. Hence, the ‘openness’ element of MOOCs does not only imply free access to learning, but also indicate the flexibility in the selection of subject matter content, learning activities, assessment tasks and learner interactions (Bates, 2015; Daniel, 2012; Downes, 2012). Due to this complex nature of MOOCs, the design of MOOCs becomes a very challenging task, demanding appropriate pedagogical decisions. However, most contemporary MOOCs demonstrate models of conventional lecture-based practices, disregarding the existing sound principles of online learning (Naidu, 2015). MOOCs also have an immense potential to support continuing professional development (CPD), provided the learning environments are appropriately designed (Laurillard, 2014). Hence, pedagogical design of CPD MOOCs requires critical attention, with strong support from good principles of online learning.

A Scenario-based approach to Learning (SBL) which models situated cognition (Brown, Collins & Duguid, 1989) was adopted in this project to provide the conceptual framework for the design of the CPD MOOCs on OER and OEP. This approach is grounded in constructivist pedagogy (Jonassen, Peck & Wilson, 1999) where learners are placed in real world learning scenarios that provide the context and scaffolding for all learning activities (Naidu, Menon, Gunawardena, Lekamge & Karunanayaka, 2007). The SBL approach contains an authentic learning scenario, learning activities and assessment tasks, where learners assume key roles and face various challenges and demonstrate developed competencies. This promotes the design of effective, efficient, engaging learning experiences based on innovative pedagogical models, and supported with OER (see Naidu & Karunanayaka, 2014).

Figure 1: Learning Engine Framework (Source: Naidu & Karunanayaka, 2014)
The SBL pedagogical approach provided a useful framework to plan the design strategies as indicated in Fig. 1. The process involved identifying the overall key competency, formulating specific learning outcomes for the four CPD MOOCs, creating learning scenarios reflecting real life challenging situations and developing a variety of learning/assessment tasks supported with OER integration as learning resources, based on the ‘learning engine’ framework (Naidu & Karunanayaka, 2014). In addition, several theoretical guidelines based on first principles of instruction (Merrill, 2002) and good practices of online learning (Anderson, 2008) also provided useful insights in the design process of the CPD MOOCs. (See Table 2)

Table 2: Design strategies of the CPD MOOCs in line with guiding principles for e³-teaching

<table>
<thead>
<tr>
<th>Guiding principles for e³-teaching (Source: Naidu, 2010)</th>
<th>Design strategies of the CPD MOOCs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers and learners are clear about the learning outcomes.</td>
<td>Specific learning outcomes for each CPD MOOC formulated, in line with the key competency- ‘Ability to integrate OER and adopt OEP in professional practice’.</td>
</tr>
<tr>
<td>2. Learning is situated within a meaningful context and within the culture and the community in which learners live and work</td>
<td>Learning scenarios created for each CPD MOOC (in the form of short videos), reflecting real life situations of practitioners.</td>
</tr>
<tr>
<td>3. Learners are engaged in pursuing and solving meaningful and real-world challenges and problems, and where they have opportunities to work on a variety of problems and tasks of increasing complexity with timely and useful feedback.</td>
<td>Learning activities created as challenges within the scenarios, similar to real life challenges. A variety of activities with increased complexity embedded across the four CPD MOOCs. OER integrated as supportive learning resources. Peer feedback and tutor feedback mechanisms built in.</td>
</tr>
<tr>
<td>4. The learning activities in these learning situations are clearly articulated and explicitly linked to knowledge and skills already mastered.</td>
<td>Three types of learning/assessment tasks - Individual activity (a creation); Collaborative activity (discussion forum); Reflective activity (self-reflections), linked with the learning scenario, and existing knowledge/skills of learners.</td>
</tr>
<tr>
<td>5. Learners, while working on learning situations, are required to think for themselves by reflecting in and upon their actions and regulating their own performance.</td>
<td>Learning/assessment tasks designed to encourage reflecting on their actions. Requirement to maintain a reflective journal, to promote reflective practice</td>
</tr>
<tr>
<td>6. The development of understanding is promoted as a social process with learners acting upon authentic situations in groups and with dialogue, discussion and debate.</td>
<td>Peer-facilitated discussion forum to support co-construction of knowledge and community building. Links to social media to facilitate networking and social learning</td>
</tr>
<tr>
<td>7. The assessment of learning outcomes is closely aligned with the learning context.</td>
<td>Constructive alignment of learning/assessment tasks with the intended learning outcomes</td>
</tr>
<tr>
<td>8. The assessment of learning outcomes is linked to meaningful problems and tasks, and aimed at helping students further develop their knowledge, skills and problem-solving abilities.</td>
<td>The learning activities directly linked with the learning scenario, function as assessment tasks - Individual activity (a creation); Collaborative activity (discussion forum); Reflective activity (self-reflections).</td>
</tr>
<tr>
<td>9. The assessment of learning outcomes is designed to develop self-regulatory and meta-cognitive skills.</td>
<td>Assessment rubrics created for each assessment task to facilitate development of self-regulatory and meta-cognitive skills among learners.</td>
</tr>
</tbody>
</table>

(Source: Karunanayaka, Naidu, Rajendra & Ariadurai, 2017, p. 185)
METHODOLOGY

Research Design

The design, development, implementation and evaluation process of the CPD MOOCs adopted a design-based research (DBR) approach (Reeves, 2006). The DBR process includes four phases: analysis of existing levels of practices by researchers and practitioners; designing, developing and implementing solutions as appropriate; testing and refining solutions in practice; and reflection by researchers and practitioners on authentic problems to produce design principles and enhance solution implementation (See Fig. 2).

Design of experiences which create more intense and close interactions with the practitioners in their context would be more desirable in promoting OEP. Implementing such a design-based research (DBR) approach that would involve practitioners actively engaged in real life settings to improve their educational practices, offers a systematic and flexible methodology to support and promote the effective adoption of OER and OEP (See Karunanayaka & Naidu, 2017).

![Diagram of DBR Process]

Figure 2: Design-based Research Approach (Source: Reeves, 2006)

Process

A twelve-member Project Team, comprising four research team members, seven resource persons, and one research assistant representing a variety of disciplines such as Education, Information Technology, Engineering, Physics and Chemistry, who had a common interest and commitment in promoting open, online and flexible learning and teaching engaged in this novel endeavor at OUSL with motivation.

The overall project activities were planned in accordance with a methodological framework developed based on the DBR approach. (see Table 1).
Table 1: CPD MOOC design, development, implementation and evaluation process in line with the DBR approach

<table>
<thead>
<tr>
<th>Stages of the DBR approach</th>
<th>Specific Activities</th>
</tr>
</thead>
</table>
| Stage 1 - Analysis of the problem and existing practices by researchers and practitioners in collaboration. | • Review existing material in relation to OER-based eLearning (OEReL) course of OUSL and identify how to revise, refine and re-develop its modules as MOOCs.  
  • Identify desirable design strategies to be adopted in the CPD MOOCs, based on prior experiences and through a comprehensive review of literature on good principles of online learning and MOOCs.  
  • (See Annex 1 – Concept Map)                                                                                         |
| Stage 2 - Development of solutions informed by existing design principles and technological innovations | • Development of design strategies as a solution to address the key research problem “How best to design an effective CPD MOOC on OER and OEP?”  
  • Designing efficient, effective and engaging online learning experiences in the four CPD MOOCs, in accordance with the SBL pedagogical approach, supported with relevant theoretical constructs.  
  • Create video-based learning resources including four Scenario-based Videos (SBV), three Resource Videos and one Introductory Video  
  • Development of the four CPD MOOCs on OER and OEP in Moodle LMS  
  • (See Annex 2 – Capture-Weblog)  
  • (See Annex 3 – Captures - Videos)  
  • (See Annex 4 – Capture-CPD MOOCs Home Page)                                                                        |
| Stage 3: Iterative cycles of testing and refinement of solutions in practice                                             | • Implementation of the four CPD MOOCs (each CPD MOOC in two rounds)  
  • Conduct of a Progress-Review Workshop  
  • Continuous evaluation on learner participation in the CPD MOOCs and learner feedback analysis  
  • (See Annex 5 – Brochure)  
  • (See Annex 6 – CPDMOOCs Launch Invitation)  
  • (See Annex 7 – Workshop Schedules)                                                                                  |
| Stage 4: Reflection to produce design principles and enhance solution implementation                                       | • Continuous evaluation on learner participation in the CPD MOOCs and learner feedback analysis  
  • Conduct of Evaluation Workshops  
  • Compilation of the content of CPD MOOCs to be published and printed by CEMCA  
  • Research dissemination activities  
  • (See Annex 8 – Photographs)                                                                                        |
Conduct of Planned Activities

The following key activities were conducted during Phase II:

- Planning the implementation of four CPD MOOCs – September to October, 2018
- Launch of the CPD MOOCs - on 3rd October 2018 at OUSL.
- Implementation of four CPD MOOCs – during October 2018 – March 2019
- Progress Review Workshop – January 2019
- Continuous evaluation on learner participation and feedback analysis – Up to May 2019

Planning and organizing the implementation of four CPD MOOCs

Workshops were held with the participation of the research team members and resource persons, to finalize planning of the implementation of four CPD MOOCs in MOODLE LMS, where the team members engaged in the following activities:

- Reflect on the CPD MOOC Design and Development process
- Reviewing and improving content in the four CPD MOOCs in MOODLE LMS
- Improving the presentation of content in the four CPD MOOCs in MOODLE LMS
- Incorporating strategies to further enhance the learning experience
- Distribution of responsibilities among team members
- Planning research and evaluation activities

Launch of the CPD MOOCs

The launching ceremony of the CPD MOOCs was held on 3rd October 2018 at OUSL. This suite of four CPD MOOCs was launched by the Vice-Chancellor of OUSL, Prof. S.A. Ariadurai, amidst an eminent gathering of academics. Prof. Som Naidu, International expert facilitating the team, and Dr. Manas Ranjan Panigrahi, Programme Officer/CEMCA too joined the launching ceremony via SKYPE, and addressed the gathering.

Implementation of the CPD MOOCs

Actions were taken to advertise the CPD MOOCs and promote registration of learners:

- Publicizing via a Promotional Website http://www.ou.ac.lk/apps/mooc/
- Distributing a Promotional Brochure http://www.ou.ac.lk/apps/mooc/CPDMOOCs_FINALBROCHUREn.pdf
- Promoting via the Asian MOOCs Learning Portal http://asiamoocs.org/
- Notifying via Social Media and Professional Learning Networks

The four (04) CPD MOOCs were implemented (each CPD MOOC in two rounds) as follows:

<table>
<thead>
<tr>
<th>CPD MOOC</th>
<th>Round 1</th>
<th>Round 2</th>
</tr>
</thead>
</table>
Each CPD MOOC was of 04 weeks’ duration, with 01 week's breaks in between each round. Two CPD MOOCs were implemented at a time, in parallel, allowing more flexibility for learners to register and follow the courses according to their needs.

Registration to CPD MOOCs was open from the launch of the CPD MOOCs. At the initial round, altogether 319 participants representing 28 countries registered.

**Progress Review Workshop**

A four-day Progress Review Workshop was held from 8th to 11th January 2019, at OUSL, with the participation of all team members, with the facilitation of the international expert, Prof. Som Naidu via SKYPE. During this workshop, the following were achieved:

- Review status of CPD MOOCs implementation up to 31.12.2018
- Developing a Systematic Evaluation Framework and Evaluation Plans
- Planning, organizing and Integration of data to Evaluation Plans
- Planning for the next set of activities in relation to CPD MOOCs implementation at OUSL, and distribution of work among the team members

**Continuous evaluation on learner participation and feedback analysis**

The Project Team engaged in continuous evaluation on learner participation in the CPD MOOCs through organizing, compiling and analysing different quantitative and qualitative data collected throughout the implementation process.

**RESULTS AND DISCUSSION**

**Participants**

Initially, 319 participants, representing 28 countries registered. Sub-sequentially, more numbers registered in different rounds of the CPD MOOCs. Altogether, 417 participants have registered in all four rounds, and 136 participants have completed who were awarded with digital badges (either “Achiever” or “Participant” badges). Out of all registered participants, 15 individuals who had successfully completed all four CPD MOOCs and received “Achiever” awards, were presented with “Certificates of Completion”.

Table 1 indicates the breakdown of the initially registered participants and the completed participants, country-wise.

Table 2 indicates a summary of the number of participants registered and completed in each round of each CPD MOOC.
Table 1: CPD MOOCs – Registered and Completed Numbers – Country-wise

<table>
<thead>
<tr>
<th>Country</th>
<th>Registered Initially</th>
<th>CPDMOOC 1</th>
<th>CPDMOOC 2</th>
<th>CPDMOOC 3</th>
<th>CPDMOOC 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Andorra</td>
<td>01</td>
<td>01</td>
<td>01</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>2. Australia</td>
<td>04</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3. Botswana</td>
<td>08</td>
<td>01</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4. Canada</td>
<td>02</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>5. Cameroon</td>
<td>01</td>
<td>-</td>
<td>-</td>
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<tr>
<td>6. China</td>
<td>01</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>7. Germany</td>
<td>02</td>
<td>-</td>
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<tr>
<td>8. Fiji</td>
<td>03</td>
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<tr>
<td>9. United Kingdom</td>
<td>02</td>
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<tr>
<td>10. Greece</td>
<td>01</td>
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<td>-</td>
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<tr>
<td>11. Indonesia</td>
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<td>-</td>
</tr>
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<td>12. Ireland</td>
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<td>4+1</td>
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<tr>
<td>14. Italy</td>
<td>01</td>
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<td>15. Lesotho</td>
<td>01</td>
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<td>16. Lithuania</td>
<td>01</td>
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<tr>
<td>17. Malaysia</td>
<td>01</td>
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<tr>
<td>18. Nigeria</td>
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<tr>
<td>19. Nepal</td>
<td>01</td>
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<td>20. Pakistan</td>
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<tr>
<td>21. Palestine</td>
<td>03</td>
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<td>-</td>
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<tr>
<td>22. Sweden</td>
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<tr>
<td>23. Thailand</td>
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<tr>
<td>24. Turkey</td>
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<td>-</td>
<td>-</td>
</tr>
<tr>
<td>25. Trinidad &amp; Tobago</td>
<td>01</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>26. United States</td>
<td>01</td>
<td>-</td>
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<td>-</td>
</tr>
<tr>
<td>27. South Africa</td>
<td>02</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>28. Sri Lanka</td>
<td>240</td>
<td>44+2</td>
<td>7+15</td>
<td>8+11</td>
<td>2+11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>319</strong></td>
<td><strong>61</strong></td>
<td><strong>30</strong></td>
<td><strong>26</strong></td>
<td><strong>19</strong></td>
</tr>
</tbody>
</table>

Table 2: CPD MOOCs – Registered and Completed Numbers – In Each Round of CPD MOOCs

<table>
<thead>
<tr>
<th>ROUND</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPDMOOC</td>
<td>1-1</td>
<td>2-2</td>
<td>3-1</td>
<td>3-2</td>
<td>4-1</td>
</tr>
<tr>
<td><strong>Total Number Registered</strong></td>
<td>183</td>
<td>46</td>
<td>53</td>
<td>31</td>
<td>39</td>
</tr>
<tr>
<td><strong>Total Number Completed</strong></td>
<td>57</td>
<td>12</td>
<td>18</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td><strong>Percentage (Completion)</strong></td>
<td>31.1%</td>
<td>26.1%</td>
<td>34.0%</td>
<td>41.9%</td>
<td>33.3%</td>
</tr>
</tbody>
</table>

Despite the numbers registered in each round of each CPD MOOC was not very high as expected, the completion rate can be considered quite satisfactory, as indicated in Table 2.
Demographics of the participants are indicated in Figures 1, 2, 3 and 4.

Figure 1: Distribution of participants according to gender

Female participation was observed to be at a higher percentage (57%) than the male participation (43%).

Figure 2: Distribution of participants according to qualifications

A majority of the participants had postgraduate qualifications (62%), and a significant amount (29%) were with at least a first degree.

Figure 3: Distribution of participants according to affiliation
A majority of the participants (56%) were affiliated to Universities in different capacities, while 28% were found to be school teachers, either in government or in private sector.

**Evaluation of learner participation and feedback analysis**

**Learner Logs in Moodle LMS**

Learner logs extracted from the Moodle Learning Management System (LMS) enabled evaluation of learner participation in the CPD MOOCs.

Figures 5 and 6 illustrate some sample analyses of learner logs in CPD MOOC 1.
Learning Experience Surveys

Learning Experience Surveys conducted at the end of each CPD MOOC provided learner feedback on their experiences.

The following sample figures indicate some of the quantitative analyses of learner feedback obtained in relation to CPD MOOC1. (in a 5-point Likert scale)
A majority of the participants were either extremely or very satisfied with the relevance of the learning scenarios and learning activities, and the clarity of the learning activities and assignments.

Similarly, a majority of the participants were either extremely or very satisfied about the access to learning materials and resources, and about the opportunities to interact with subject matter content.
A majority of the participants were also either extremely or very satisfied about the opportunities to interact with peers and instructors.
Further, a majority of the participants were either extremely or very satisfied about receiving guidance and feedback on learning and assessment tasks, as well as about being able to take control of their own learning.

A majority of the participants also expressed that they were either extremely or very satisfied about the opportunity to reflect on their own learning experience, and to being able to apply what they have experienced, in their professions.
Qualitative feedback was also obtained via open-ended questions in the survey, as exemplified below:

13. What is the feature you liked MOST in this course, and why?

<table>
<thead>
<tr>
<th>Feature</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Discussion Forum</td>
<td>Students were able to identify their weaknesses and good things and it facilitated for a good place to learn more from others' experiences.</td>
</tr>
<tr>
<td>The profound thinking in designing this MOOC...</td>
<td>The variety of learning experiences and the blending of personalised learning, online collaborative learning and self-reflection</td>
</tr>
<tr>
<td>Group Activity - Collaboration</td>
<td>Because it's interesting to review and response to peers.</td>
</tr>
<tr>
<td>Assessment tasks</td>
<td>The way you have arranged the activities helped to have more participants' interaction.</td>
</tr>
</tbody>
</table>

14. What is the feature you liked LEAST in this course, and why?

<table>
<thead>
<tr>
<th>Feature</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all</td>
<td>Actually every features has given very useful things to students. I didn't find any feature that I liked at least</td>
</tr>
<tr>
<td>Nothing... Everything was fine.</td>
<td>Reflective Journal, because I didn't get enough time to complete it after each and every activities.</td>
</tr>
<tr>
<td>Brainstorming</td>
<td>Filling the surveys, it takes my time</td>
</tr>
<tr>
<td>TIME LINE</td>
<td></td>
</tr>
</tbody>
</table>

The participants indicated that they mostly liked the variety of learning experiences designed in the CPD MOOCs, such as the interactive discussion forum activities, and had no features they disliked, except few participants mentioning about certain time-consuming activities including maintaining the reflective journal and filling the surveys.

15. What is the GREATEST IMPACT this course had on you as a professional, and how/why?

<table>
<thead>
<tr>
<th>Impact</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have learned lot about OER from here specially way of searching and evaluating OER, as I am very new to this OER. I believe that knowledge regarding OER will help for my further studies as I hope to start my MBA and for my current career too</td>
<td></td>
</tr>
<tr>
<td>To be on toes...as a life long learner...SKY IS THE LIMIT</td>
<td></td>
</tr>
<tr>
<td>Creating a new learning opportunities and rich learning experiences for participants through sustained peer-to-peer interaction.</td>
<td></td>
</tr>
<tr>
<td>Anybody can easily learn with OLE if meticulously activities are planned by looking at global learner scenario. Online learning has become new way of education and learner can opt any course/s irrespective of his/her basic stream. Learning can possible anytime, anywhere with the pace of learner. It provides easy access to learning material, discussion with peers and feedback from the instructor.</td>
<td></td>
</tr>
<tr>
<td>Could learn more concepts on OERs and it may help to do studies on OERs in the future.</td>
<td></td>
</tr>
<tr>
<td>MADE ME TO PREPARE MORE AND TEACH EASILY</td>
<td></td>
</tr>
<tr>
<td>know about OERs Concept</td>
<td></td>
</tr>
<tr>
<td>I liked more OER resources</td>
<td></td>
</tr>
</tbody>
</table>
The participants have expressed that through the experiences in CPD MOOCs they have become competent and confident in adopting OER, and are planning to integrate OER in their professional activities.

Overall, from the evaluations it was clear that the CPD MOOCs experience has been quite effective and had significantly impacted upon the participants.

Based on the variety of data collected throughout the project, several research papers have been presented/accepted to be presented in conferences and published in journals and as book chapters. (See “Research and Publications”).

**OUTCOMES AND OUTPUTS**

**Outcomes of the Project**

1. Enhanced capacity of 10 academic staff on development of scenario based content development in CPD MOOCs on Adoption of OER and OEP.
2. Enhanced capacity of 10 academic staff on online tutoring and online assessment through Moodle LMS.
3. Enhanced research capacity of 10 academic staff
4. Enrolment of a total number of 417 practitioners, representing 28 countries, in CPD MOOCs.
5. Successful completion by 136 participants (32.6%) who were awarded with digital badges.
6. Successful completion of all four CPD MOOCs by 15 individuals receiving “Certificates of Completion”.
7. Altogether a quite satisfactory participation rate (above 30%) in the CPD MOOCs
8. Scenario based online content development strategy developed and published
9. MOOC process and learners progress tested through evaluation activities
10. Release of all materials as OER with a CC BY-SA license
 Outputs of the Project

1. Four CPD MOOCs on ‘Adoption of OER and OEP’ were developed, and released with CC BY-SA license.

2. Eight videos were produced as learning resources, and released with CC BY-SA license in the OUSL YouTube Channel.
   a. Four Scenario-based videos
      i. Understanding OER
      ii. Searching and Evaluating OER
      iii. Adapting and Creating OER
      iv. Integrating OER & Adopting OEP
   b. Three videos as learning resources
      i. Searching and Evaluating OER – A Video Tutorial
      ii. Adapting and Creating OER – An Animated Video
      iii. Open Educational Resources: Making the Transition – A Video Lecture
   c. One Introductory video - Introduction to CPD MOOCs on Adopting OER and OEP

3. A Promotional Webpage was created. <http://www.ou.ac.lk/apps/mooc/>

4. A Weblog capturing reflections of the research team – “MOOC Musings” was created and released <https://cpdmoocs.wordpress.com/>, which was featured in the Open Education Week Website – 2018 <https://www.openeducationweek.org/resources/mooc-musings-designing-moocs-with-a-difference>

5. A print-based manual (booklet) on the CPD MOOCs – Manuscript prepared

6. Research outputs based on design, development, implementation and evaluation of the CPD MOOCs
Research and Publications


- Karunanayaka, S. P., Naidu, S., Rajendra, J.C.N., & Ariadurai, S.A. (2018) Designing Continuing Professional Development MOOCs to promote the adoption of OER and OEP. Open Praxis. 10 (2), 179-190 DOI: http://dx.doi.org/10.5944/openpraxis.10.2.826


- Development and Implementation of Continuing Professional Development MOOCS for Practitioners on OER and OEP - Shironica P. Karunanayaka, Som Naidu, S. A. Ariadurai, and J. C. N. Rajendra - Paper accepted to be presented at the ICDE World Conference on Online Learning-2019

- Scenario-based videos to support learning in CPD MOOCs - I.A. Premaratne, S.P. Karunanayaka, & S. Naidu - Paper accepted to be presented at the 9th Pan Commonwealth Forum (PCF9)

- Orchestrating knowledge construction in peer-facilitated online discussion forums - M.N.K. de Zoysa, S.R. Hettiarachchi, S.P. Karunanayaka & S. Naidu - Paper accepted to be presented at the 9th Pan Commonwealth Forum (PCF9)

- Promoting Open Educational Practices Among Practitioners - Shironica P. Karunanayaka & Som Naidu - Paper accepted to be presented at the Open Education Global 2019 Conference (OE GLOBAL-2019)

CONCLUSION AND REFLECTIONS

The overall process of the research project has been a very productive experience. In our pursuit of answers to the key research question, “How best to design effective MOOCs on OER and OEP for continuing professional development of practitioners?”, we adopted a strong theory-based conceptual framework – Scenario-based Learning (SBL) and a very practical and flexible research methodology – Design-based research (DBR). Our intention was to provide effective, efficient and engaging learning experiences to promote learner engagement with OER, rather than mere presentation of content about OER. The innovative design of the four CPD MOOCs to support the integration of OER and adoption OEP by practitioners was immensely supported by SBL and DBR approaches.

The intense, collaborative and co-operative work of the project team was a key factor that contributed to our achievements during this initiative. The positive feedback received from the MOOC participants was very encouraging. We believe our intention to push the boundaries of
the design of MOOCs and especially for continuing professional development of practitioners has been successfully achieved.

**Sharing Good Practices**

**A Strong Research Focus**
The very strong research focus was a prominent feature of the project, which contributed immensely to its success.

- Supported with a solid theory-base and accepted design principles
- Adoption of Design-based research methodology
- Continuous collection and analysis of qualitative data via multiple methods
- Dissemination of research findings

**Selection of Participants**
Purposive selection of the participants as project team members, who were with the following characteristics, was found to be very productive:

- Interest and commitment in promoting open, online and flexible learning and teaching
- Prior experience in OER integrated eLearning – as course designers/teachers/students
- Practitioners in the Sri Lankan higher education sector
- Comprising academics ranging from most senior to junior levels (Senior Professors, Professors, Senior Lecturers, Probationary Lecturers and PhD students)
- Representing a variety of disciplines (Education/ICT/Engineering/Physics/Chemistry)
- Representing a range of administrative positions (eg: Vice-Chancellor; Pro Vice-Chancellor; Dean; Director/International Relations; Director/Staff Development)
- Maintaining a gender balance (Female 6: Male 5)

**Meticulous Planning and Monitoring**
Careful planning and continuous monitoring of all project-related activities was very useful in efficient time management in the completion of tasks on time.

- Pre-planning of all project activities and shared with all members for their inputs
- Highly interactive workshops with intense individual/small group/large group tasks
- Work distribution among all members, effective collaborative work and ownership by all
- Recording and compilation of all project-related work
- Maintaining stipulated time-frames with deadlines
- Constant monitoring though email communications

**Capacity building**
The overall CPD MOOC design, development, implementation and evaluation process has been a capacity development process for project team members, in various ways.

- The focused and structured workflow during the interactive workshops; constant expert guidance and facilitation; constructive peer feedback; collaborative efforts helped developing competencies in OER-integrated MOOC design
- Strategies such as concept mapping, writing self-reflections, focus group discussions supported self-evaluation
- Opportunities to take leadership in certain activities (eg: scenario writing, video script writing, video creation, research paper writing...etc.)
REFERENCES


Naidu, S. (2015). Lessons we are not learning or choosing to ignore! Distance Education, 36(3), http://dx.doi.org/10.1080/01587919.2015.1083645


ANNEXES

Annex 1 – Concept Map
Annex 2 – Capture-Weblog
Annex 3 – Videos
Annex 4 – Capture-CPD MOOCs Home Page
Annex 5 – Brochure
Annex 6 – CPDMOOCs Launch Invitation
Annex 7 – Workshop Schedules
Annex 8 – Photographs- CPDMOOCs Launch
Annex 1 – Concept Map
Annex 2 – Capture-Weblog

OPEN EDUCATIONAL RESOURCES and OPEN EDUCATIONAL PRACTICES are gaining attention as instruments of change in education. MOOCs offer a viable approach to build capacity in their adoption and integration quickly and on a large scale. However, contemporary approaches to the design of MOOCs are falling to make most of the opportunities they afford. There is an urgent need to rethink and re-imagine MOOCs that are practice-based and context focused as opposed to being content-driven. This blog-stream captures our experiences in designing and developing MOOCs with a difference – ones that mirror best practices and sound principles of learning and teaching online, and in our pursuit of answers to the question. “How best to design MOOCs on OER and OEP for continuing professional development of practitioners.”

— CPD MOOC TEAM

[Retrieved from: https://cpdmoocs.wordpress.com/]
Annex 3 – Videos

Introductory Video:

Introduction to CPD MOOCs on Adopting OER and OEP

Scenario-based Videos (SBVs):

- CPDMOOC1SBV1 – Understanding OER
- CPDMOOC2SBV2 – Searching and Evaluating OER
- CPDMOOC3SBV3 – Adapting and Creating OER
- CPDMOOC4 SBV4 – Integrating OER & Adopting OEP

Resource Videos (RVs):

- Searching and Evaluating OER
  A Video Tutorial (CPDMOOC2)
- Adapting and Creating OER
  An Animated Video (CPDMOOC3)
- Open Educational Resources: Making the Transition
  A Video Lecture (CPDMOOC4)
Annex 4 – Capture-CPD MOOCs Home Page

http://www.ou.ac.lk/apps/mooc/

Welcome to CPD MOOCs on Adoption of OER and OEP

This is an initiative of The Open University of Sri Lanka (OUSL), supported by the Commonwealth Educational Media Centre for Asia (CEMCA). The goal of this initiative is to raise awareness on the potentials of Open Educational Resources (OER) and Open Educational Practices (OEP) among practitioners from any field of study.

The whole initiative comprises four CPD MOOCs to support participants solve authentic and real-world problems and issues that they are likely to be facing in their workplaces in relation to adopting OER and OEP.

A defining characteristic of these MOOCs is their unique design, which is scenario-based learning. Learning scenarios have been carefully crafted to reflect the kind of problems, issues and challenges that practitioners are likely to be confronting in their environments.

We expect that your journey through these CPD MOOCs will be a productive one, and one that is effective, efficient and engaging!
Annex 5 – Brochure

Continuing Professional Development MOOCs
Adoption of Open Educational Resources and Open Educational Practices

Course Description
There are a lot of MOOCs on this site, and you can work through them at any pace, depending on your needs and preferences.

Course Aim
The primary aim of this set of MOOCs is to enable the development of competencies among practitioners in the integration of OER and OEP into their work.

Target Audience
These MOOCs are best suited for practitioners in non-educational institutions who are implementing the integration of OER and OEP into their work. Practitioners from any other profession are also welcome.

Duration
The duration of each OY MOOC is 4 weeks and requires 5-6 hours a week.

Enrollment
There are no formal prerequisites for enrollment.

Learning Outcomes: CPD MOOCs

Innovative Features

- Course Description
- Course Aim
- Target Audience
- Duration
- Enrollment

- Learning Outcomes: CPD MOOCs

- Innovative Features
Annex 6 – CPDMOOCs Launch Invitation

INVITATION

We cordially invite you to the Launching Ceremony of the First MOOCs of the OUSL “CPD MOOCs on OER & OEP” on Wednesday, 03rd October 2019 at 2.00 pm at the Senate Room of the Open University of Sri Lanka

~ CPD MOOCs Project Team – OUSL ~

PROGRAMME

2.00 pm Welcome Address by Prof. Shironica Karunayaka (Team Leader/CPD MOOCs Project)
2.15 pm Address by Prof Som Naidu (International Expert)
2.30 pm Address by Dr. Manas Panigrahi (Programme Officer/Cemca)
2.45 pm Launch of the CPD MOOCs by the Vice Chancellor, OUSL
2.50 pm Address by Prof. S.A. Ariadurai (Vice Chancellor, OUSL)
3.10 pm Vote of Thanks by Prof. JCN Rajendra (Director/International Relations)
3.20 pm Refreshments
Annex 7 – Workshop Schedules

**Design, Development, Implementation and Evaluation of CPD MOOCs on OER-OEP**

**A Design-based Capacity Development Initiative – OUSL-CEMCA (Phase II)**

**Evaluation Workshop – 8th – 11th January 2019**

at Staff Development Centre, OUSL

Project implemented by The Open University of Sri Lanka

with the support of Commonwealth Educational Media Centre for Asia, New Delhi

**DAY 1 – 08.01.2019**

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic/Focus</th>
<th>Activities/Plans/Processes</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.30 am - 10.00 am</td>
<td>Welcome &amp; Introduction</td>
<td>• Welcome Address by the Project Leader</td>
<td>Reflect on the CPD MOOC Implementation process</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Review status of CPD MOOCs Implementation up to 31.12.2018</td>
<td>Continuing with the DBR approach</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Introduction to the Evaluation Workshop: Goals, Outcomes and Outputs</td>
<td><em>Stage 3 – Iterative cycles of testing and refinement of solutions in practice</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Stage 4 – Reflection to produce design principles and enhance solution implementation</em></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>• Draw-up an Overall Evaluation Framework</td>
<td><em>Key Research Question:</em> “How best to design an effective CPD MOOC on OER and OEP?”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Structured discussion on developing evaluation plans</td>
<td><em>Focus:</em> How to measure/ascertain ‘effectiveness’ of CPD MOOCs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Defining ‘effectiveness’; Identifying aspects/criteria; What to measure; How to measure...etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.30 pm – 3.30 pm</td>
<td>Group Work</td>
<td>• Developing evaluation plans</td>
<td>Sub-groups drafting evaluation plans to measure/ascertain ‘effectiveness’ under different aspects/criteria</td>
</tr>
<tr>
<td>3.30 pm – 4.00 pm</td>
<td>Open Discussion</td>
<td>• Recap</td>
<td>Recap of Day 1 and Planning for Day 2</td>
</tr>
</tbody>
</table>

**Tea 4.00 - 4.15**
### DAY 2 – 09.01.2019

<table>
<thead>
<tr>
<th>Duration</th>
<th>Topic/Focus</th>
<th>Activities/Plans/Processes</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.30 am - 10.30 am</td>
<td>Group Presentations</td>
<td>• Introduction to Day 2</td>
<td>• Presentations from each group – on draft Evaluation Plans developed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Presentation of evaluation plans</td>
<td>• Peer feedback; Specific Feedback/Guidance</td>
</tr>
<tr>
<td>Tea Break: 10.30 am - 11.00 am</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.00 am - 1.00 pm</td>
<td>Group Work</td>
<td>• Developing evaluation plans</td>
<td>• Participants will work in small groups refining the Evaluation Plans</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Preparing detailed evaluation outlines</td>
<td>• Preparation of detailed evaluation outlines</td>
</tr>
<tr>
<td>Lunch Break: 1.00 - 2.00 pm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.00 pm - 4.00 pm</td>
<td>Presentation of Progress</td>
<td>• Group Presentations</td>
<td>• Presentations from each group – Revised Detailed Evaluation Plans</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Recap</td>
<td>• Peer feedback; Reflections on the process</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Recap of Day 2 and Planning for Day 3</td>
</tr>
<tr>
<td>Tea 4.00 - 4.15</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

### DAY 3 – 10.01.19

<table>
<thead>
<tr>
<th>Duration</th>
<th>Topic/Focus</th>
<th>Activities/Plans/Processes</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.30 am - 10.30 am</td>
<td>Integrating Data to the Evaluation Framework</td>
<td>• Introduction to Day 3</td>
<td>– Facilitated by Som Naidu (via SKYPE – 15- 20 mins.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Guidelines on Integration of data to ascertain ‘effectiveness’ of CPD MOOCs</td>
<td>Guidelines – Integration of data to measure/ascertain ‘effectiveness’ of CPD MOOCs, under different aspects/criteria identified in the Evaluation Plans; How best to organize, categorize, analyse different quantitative and qualitative data collected throughout the process</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Open Discussion</td>
<td></td>
</tr>
<tr>
<td>Tea Break: 10.30 am - 11.00 am</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>10.30 am - 1.00 pm</td>
<td>Group Work</td>
<td>• Planning, organizing and Integration of data to Evaluation Plans</td>
<td>• Participants will work in small groups on planning, organizing data and Integration of organized sets of data as appropriate under different aspects/criteria identified in the Evaluation Plans</td>
</tr>
<tr>
<td>Lunch Break: 1.00 - 2.00 pm</td>
<td></td>
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</tr>
<tr>
<td>2.00 pm - 4.00 pm</td>
<td>Presentation of Progress</td>
<td>• Group Presentations</td>
<td>• Presentations from each group; Peer feedback;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Recap</td>
<td>• Recap of Day 3 and Planning for Day 4</td>
</tr>
<tr>
<td>Tea 4.00 - 4.15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duration</td>
<td>Topic/Focus</td>
<td>Activities/Plans/Processes</td>
<td>Details</td>
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</tr>
<tr>
<td>9.30 am - 10.30 am</td>
<td>Small Group Work</td>
<td>• Introduction to Day 4</td>
<td>Participants will work in small groups on data analysis, interpretation and discussion of findings (to-date) and reflection to produce design principles</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Data analysis</td>
<td></td>
</tr>
<tr>
<td>10.30 am - 1.00 pm</td>
<td>Small Group Work</td>
<td>• Data analysis</td>
<td>Participants will work in small groups on data analysis, interpretation and discussion of findings (to-date) and reflection to produce design principles</td>
</tr>
<tr>
<td></td>
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<td></td>
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</tr>
<tr>
<td>2.00 pm - 2.30 pm</td>
<td>Presentations</td>
<td>• Group Presentations</td>
<td>Presentations from each group on findings, shifts, trends, suggested changes to MOOC design; Peer Feedback</td>
</tr>
<tr>
<td>2.30 pm - 3.30 pm</td>
<td>Reflections</td>
<td>• Individual Reflections</td>
<td>Participants reflecting on the experience, shifts in their perceptions, perspectives &amp; practices; insights gained; challenges/frustrations; achievements/successes; impacts...etc.</td>
</tr>
<tr>
<td>3.30 pm - 4.00 pm</td>
<td>Conclusion</td>
<td>• Planning for future activities</td>
<td>Planning for the next set of activities in relation to CPD MOOCs implementation at OUSL; Research Dissemination work</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Conclusion</td>
</tr>
</tbody>
</table>

**Tea Break: 10.30 am - 11.00 am**

**Lunch Break: 1.00 pm - 2.00 pm**

**Tea 4.00 - 4.15**
### Implementation and Evaluation of CPD MOOCs – OER-OEP

#### A Design-based Capacity Development Initiative – OUSL-CEMCA (Phase 2)

#### Implementation Workshop 1 – Planning Implementation of the CPD MOOCs in MOODLE LMS

**07 October 2018 (Sunday)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Activities</th>
<th>Details</th>
</tr>
</thead>
</table>
| 09:00 – 10:00 | Introduction & Reflecting Session | • Welcome and Introduction to the Workshop - Shironica Karunanayaka  
• Open Discussion on the CPD MOOCs designed and developed - Whole group  
• Reflecting on different design aspects of the CPD MOOCs - Whole group | • Reflect on the CPD MOOC Design and Development process  
• Continuing with the DBR approach  
  
  **Stage 3 – Iterative cycles of testing and refinement of solutions in practice**  
  **Stage 4 – Reflection to produce design principles and enhance solution implementation**  
  • Problem – *How to design an effective CPD MOOC on OER and OEP?*  
  • Solution – *Use Scenario-based learning (SBL) approach to design and develop an efficient, effective and engaging online learning experience in a CPD MOOC*  
  • Reflecting on the progress of different aspects in the CPD MOOCs design and development process |

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Activities</th>
<th>Details</th>
</tr>
</thead>
</table>
| 10:30 - 11:30| Reviewing the 4 CPD MOOCs    | • Small Group Work – Reviewing and improving the four CPD MOOCs                                 | • Reviewing and improving content in the four CPD MOOCs in MOODLE LMS  
• Improving the presentation of content in the four CPD MOOCs in MOODLE LMS  
• Incorporating strategies to further enhance the learning experience |

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Activities</th>
<th>Details</th>
</tr>
</thead>
</table>
| 11:30 – 13:00| Planning Implementation      | • Open Discussion on online facilitation (tutoring/mentoring)                                   | • Distribution of responsibilities among team members – online tutoring/mentoring/assessments (Commencing 19 October, 2018)  
• (02 MOOCS in parallel; Each MOOC 04 weeks, Each MOOC 02 rounds) |

### Lunch: 13:00 – 14:00

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<th>Topic</th>
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<tr>
<td>14:00 - 14:30</td>
<td>Planning Research</td>
<td>• Small Group Work – Planning research based on the CPD MOOCs</td>
<td>• Planning research and evaluation activities, data collection and analysis, on different aspects of the CPD MOOCs during their implementation.</td>
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| 14:30 - 15:30| Reflection Conclusion        | • Open Discussion  
• Individual Reflections on P2_IWS1                                                           | • Overall Discussion on Implementation and Evaluation of the CPD MOOCs  
• Reflecting on the activities engaged in Implementation Planning Workshop 1  
• Conclusion and Evening Tea |
<table>
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</table>
| 9.00 am - 9.30 am | Welcome & Introduction             | • Welcome Address and Introduction to the Workshop by the Project Leader                   | • Reflect on the CPD MOOC Implementation and Evaluation process  
• Continuing with the DBR approach  
**Stage 3** – *Iterative cycles of testing and refinement of solutions in practice*  
**Stage 4** – *Reflection to produce design principles and enhance solution implementation* |
| 10.00 am - 10.30 am | Integrating Data to the Evaluation Framework | • Guidelines on Integration of data to ascertain ‘effectiveness’ of CPD MOOCs, according to the overall Evaluation Framework and Evaluation Plans developed  
• Open Discussion | – Facilitated by Som Naidu (via SKYPE 15-20 mins.)  
**Key Research Question:** “How best to design an effective CPD MOOC on OER and OEP?”  
**Focus:** Integration of data to measure/ascertain ‘effectiveness’ of CPD MOOCs, under different aspects/criteria identified in the Evaluation Plans; How best to organize, categorize, analyse different quantitative and qualitative data collected throughout the process. |
| 10.30 am - 12.30 pm | Small Group Work                   | • Data analysis                                                                           | Participants will work in small groups on data analysis, interpretation and discussion of findings (to-date) and reflection to produce design principles |
| 2.30 pm – 3.30 pm | Small Group Work                   | • Group Presentations                                                                     | • Presentations from each group on findings, shifts, trends, suggested changes to MOOC design; Peer Feedback  
• Participants reflecting on the experience, insights gained; impacts...etc.  
• Planning for the next set of activities; Research Dissemination work  
• Conclusion |
| 3.30 pm – 4.00 pm | Open Discussion                    | • Reflections  
• Planning for future activities                                                           | |

**Tea Break: 9.30 -10.00 am**

**Tea 4.00 - 4.15**
### Design, Development, Implementation and Evaluation of CPD MOOCs on OER-OEP

**A Design-based Capacity Development Initiative – OUSL-CEMCA (Phase II)**

**Evaluation Workshop – 23rd March 2019**

at Computer Laboratory, Faculty of Education, OUSL

Project implemented by The Open University of Sri Lanka

with the support of Commonwealth Educational Media Centre for Asia, New Delhi

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<td>• Welcome Address and Introduction to the Workshop by the Project Leader</td>
<td>• Reflect on the CPD MOOC Implementation and Evaluation process</td>
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<td>• Review status of CPD MOOCs Implementation and Evaluation up to 22.03.2019</td>
<td>• Continuing with the DBR approach</td>
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<td><strong>Stage 3 – Iterative cycles of testing and refinement of solutions in practice</strong></td>
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<td>10.30 am-12.30 pm</td>
<td>Small Group Work</td>
<td>• Focus on specific research questions</td>
<td>• Participants will work in small groups on</td>
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<td>• Data analysis, interpretation, discussion and reflection</td>
<td>- Identifying specific research questions based on literature review</td>
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<td>- Data interpretation and discussion of findings and reflection to produce design principles</td>
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<td>• Planning for future activities</td>
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Annex 8 – Photographs - CPDMOOCs Launch