

Reflections of a “Serial MOOCer”

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Massive Open Online Courses (MOOCs) have been the poster child for the disruptive reimagining of the Tertiary Education sector in Australia and across the world. Media reports and academic commentators have been both obsequious in their praise and derisive in their criticism of the MOOC phenomenon. This poster presents a series of reflections based on the learning journey of one student who has undertaken five MOOC courses in 2013. The MOOCs undertaken were from both the connectivist model of ‘cMOOCs’ and the more recent, venture capital funded model of ‘xMOOCs’. The student presenting also happens to be an experienced and sceptical educator currently working in the Australian tertiary education sector. She has been somewhat surprised at the scale of the subsequent learning, collegial connections and curriculum possibilities resulting from the MOOC experience. The poster will also address the pedagogical practice and digital literacies required for university teaching staff to be effective in this mode of learning and teaching. The purpose of the exercise was to explore the feasibility of an ethnographic study using the lens of Cultural Historical Activity Theory (CHAT) to evaluate the quality of pedagogy, connectivity, and student dynamics in MOOC offerings. Findings will be presented in a doctoral thesis to be completed in 2014.