

# MOOCs in Scandinavia Conference

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**Submission:** Practice track

**Submitter:** Centre for Lifelong Learning (CLL), Lillehammer University College (LUC) (Norway)

## **Lifelong Learning Web: MOOCs and professional development**

At the conference we would like to address this question: How can moocs be the next step in teacher professional development? In order to do this, we discuss and highlight a few central issues:

1. The pedagogy and structure in our moocs
2. From an individual focus to collective learning with colleagues
3. Peer assessment and discussion groups
4. Making course participants commit to professional learning over time
5. Learning outcomes are transformed as all staff in each school participates.

Lillehammer University College have for the last two years collaborated with the University of Karlstad, Sweden, in providing moocs in assessment for teachers in Sweden. The assessment moocs were commissioned by Skolverket in Sweden, and the results so far is a learning portal (LLW.se) with two Swedish assessment moocs together with some Norwegian moocs. The learning portal has at this time over 14,000 unique registered users, where over 10,000 of them are attending the two Swedish moocs. At the moment CLL/LUC with some Norwegian partners are leading the development of a brand new mooc for teachers in assessment and school-based development in Norway, which is commissioned by Norwegian Directorate of Education. This mooc will open 27<sup>th</sup> of April this year, and will increase the number of registered users on our Lifelong Learning Web by approx 3000-4000.

Based on these issues, it is vital to discuss and reflect on how moocs can contribute in teacher professional development. We also want to engage the participants by making them reflect on these issues and discuss further possibilities in our on-going mooc development.

CLL has for the last 20 years been a central provider of further and continuing education nationwide. Our aim is to enable those who want to improve their competences and skills while working full time. The centre has since built a sustainable production environment specializing in video-, multimedia- and web-based learning content. We use a variety of educational means and methods to motivate and encourage learning with specific respect to the target group, discipline and learning outcomes in question, such as problem-based cases and experience-based learning approaches.

Best regards,  
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