

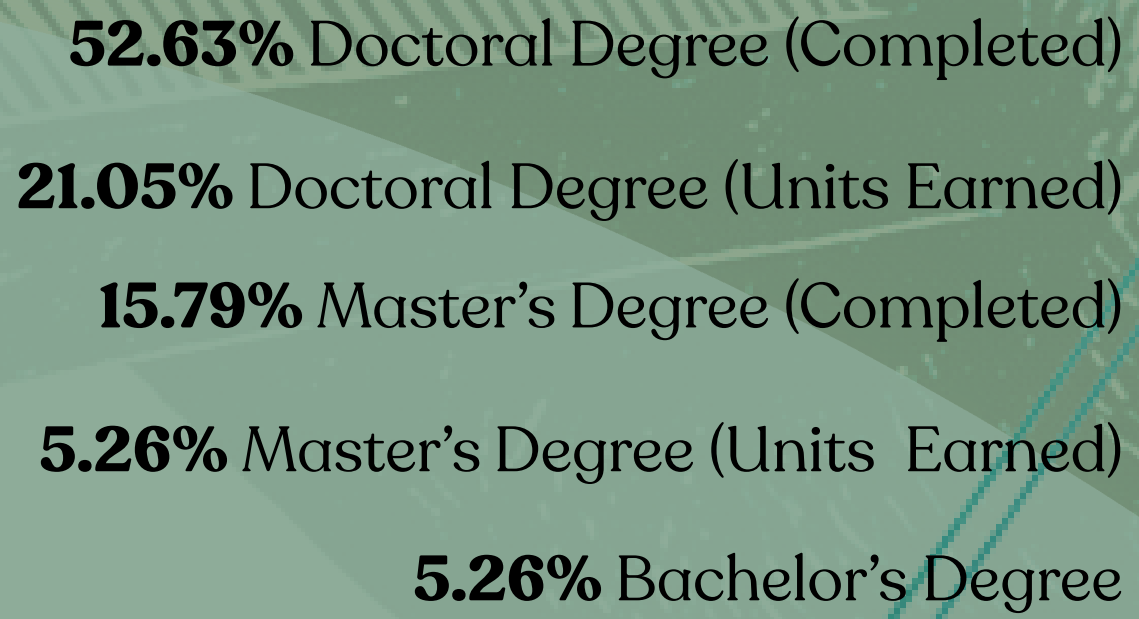
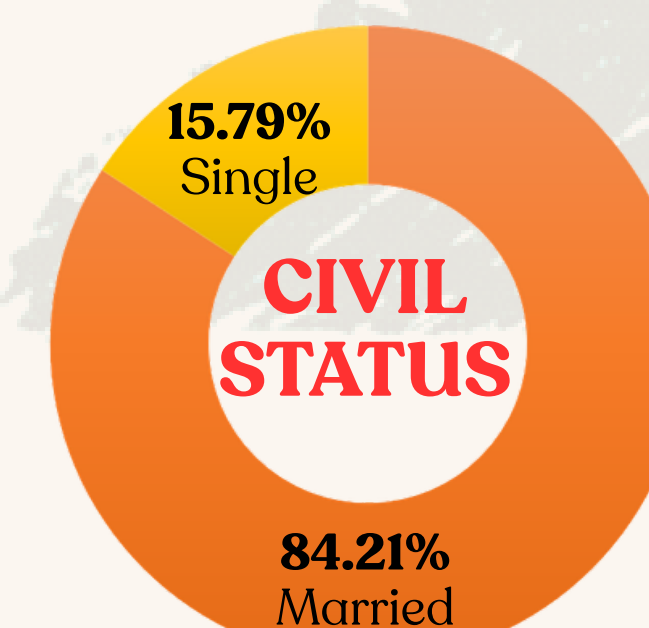
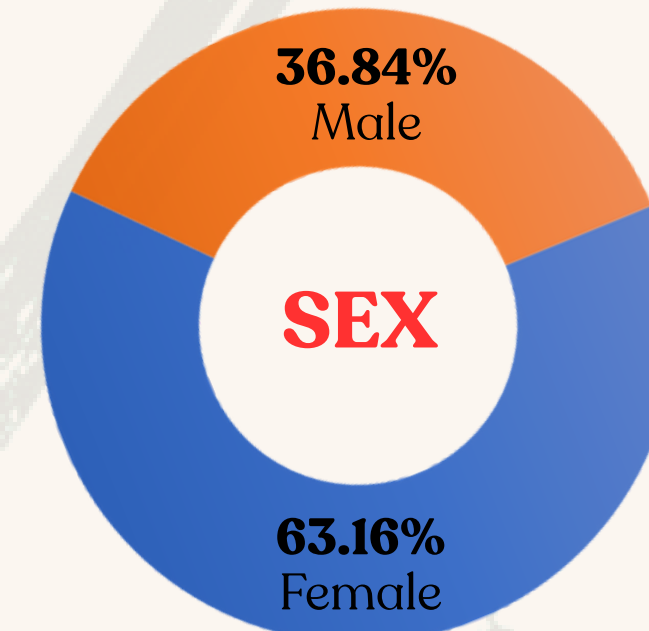
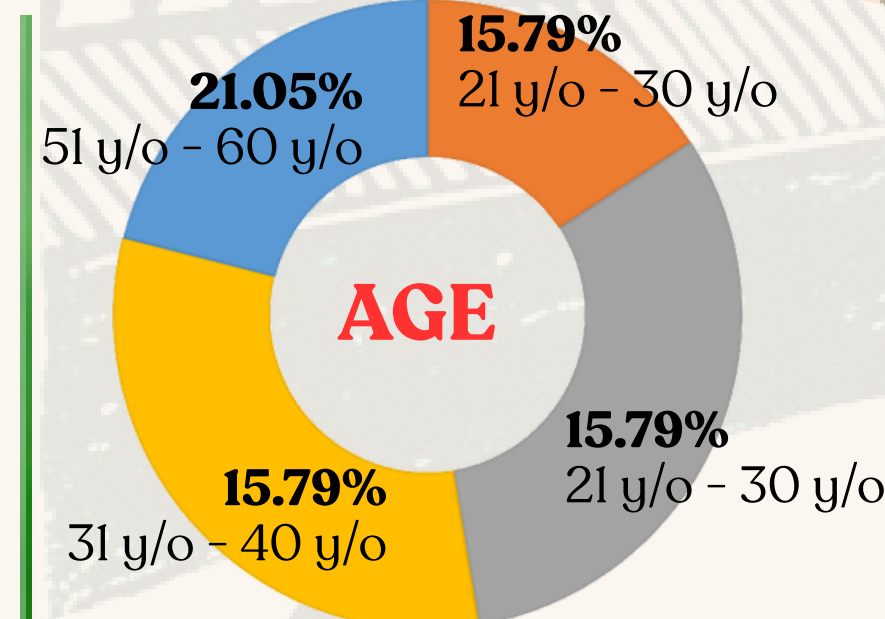
(ID #1848) Integrating MOOCs and MOOC Camps: Exploring Academic Recognition for Innovative Language Classroom Pedagogy in HEI

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METHODOLOGY

RESEARCH DESIGN
Quantitative Descriptive**RESPONDENTS**
19 English Language Teachers
(purposive-voluntary response sampling)**LOCALE**
9 Campuses of PSU**INSTRUMENT**
Structured Questionnaire**INSTRUMENT**
Frequency, Percentage,
Mean, Ranking

RESPONDENTS SNAPSHOT

78.95%
Mid-Career
Educators

RESPONDENTS MOOC PROFILE

In terms of MOOC Knowledge:
With functional knowledge (know how to use MOOC platforms)

42.11%

In terms of MOOC Engagement:
Completed fewer than 10 MOOCs

73.68%

In terms of MOOC Classroom Integration:
Integrated MOOC after completing one

47.37%

BACKGROUND OF THE STUDY

This study examined how English language educators in a State University integrate MOOCs and MOOC Camps in their teaching for professional development, and their perceptions of academic recognition and institutional support. Specifically, this paper sought to answer the following questions:

1. What is the profile of the respondents in terms of:
a. age;
b. sex;
c. civil status;
d. highest educational attainment; and
e. years of teaching experience?

2. What is the MOOC profile of the respondents in terms of:
a. MOOC knowledge;
b. MOOC Engagement; and
c. MOOC Classroom Integration?

3. What are the attitudes of the respondents in integrating MOOCs and MOOC Camps in the language classroom?

4. What are the challenges of integrating MOOCs and MOOC Camps in the language classroom?

5. What key elements can be taken into account in crafting a ten-point agenda for integrating MOOCs and MOOC Camps as innovative language classroom pedagogy?

KEY FINDINGS

ATTITUDES TOWARD MOOC INTEGRATION

Pedagogical Usefulness
mean = 3.66Ease of Integration
mean = 3.19Self-Confidence
mean = 3.31Behavioral Intention
mean = 3.40Social and Institutional Support
mean = 3.19

CHALLENGES TOWARD MOOC INTEGRATION IN THE CLASSROOM

Classroom Integration
Readiness

mean = 2.92

Curriculum and
Pedagogical Fit

mean = 2.43

Learner-Related
Challenges

mean = 2.80

Teacher Workload
and Preparedness

mean = 2.78

Technological and
Resource Challenges

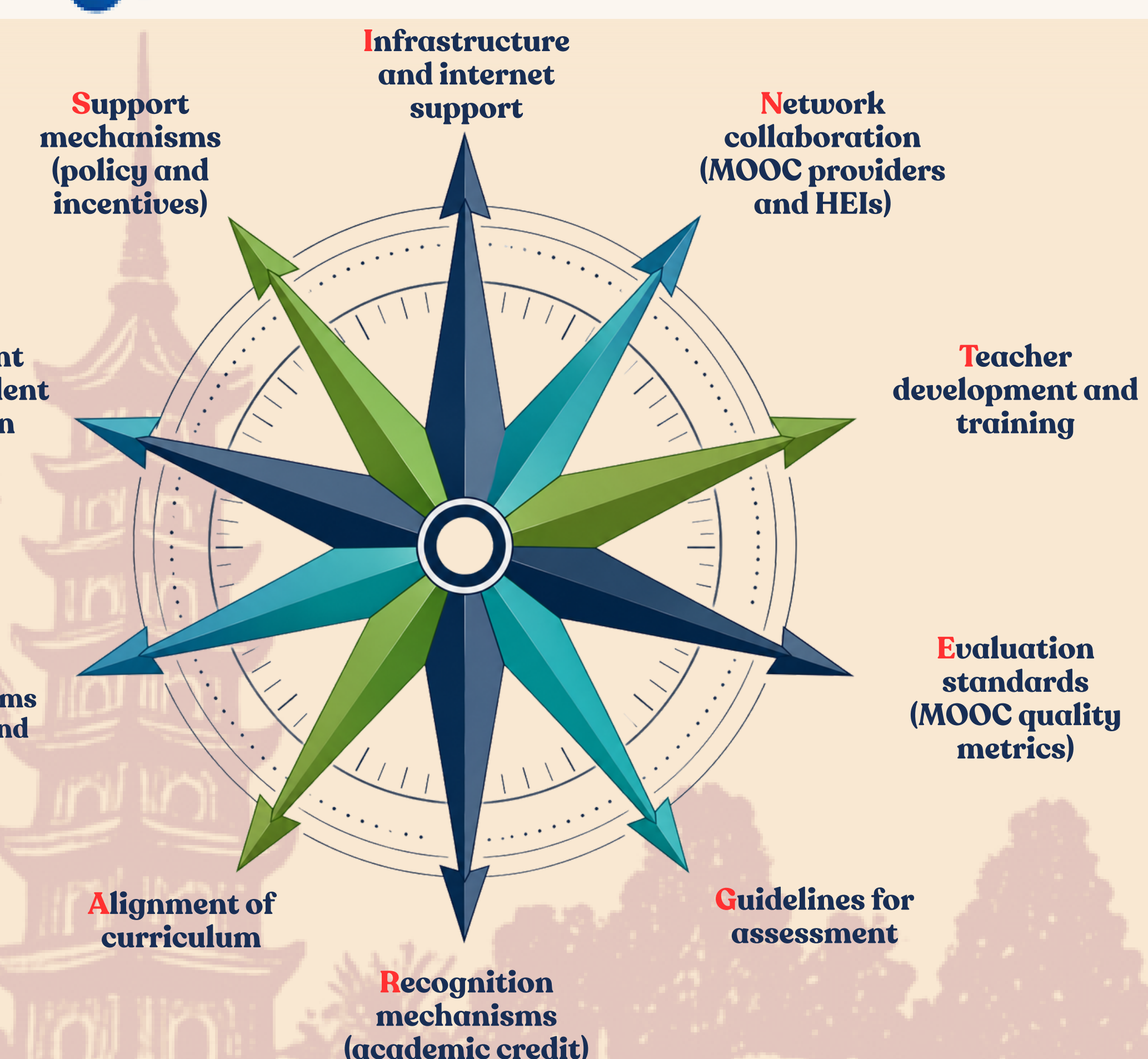
mean = 3.45

IMPLICATIONS :

HEIs must institutionalize support systems and recognition mechanisms.

Professional development through MOOCs and MOOC Camps should be continuous and structured.

Strategic integration strengthens teaching innovation and contributes to quality language education.



THE 10-POINT AGENDA: INTEGRATES

The INTEGRATES Framework serves as a strategic compass for higher education institutions, guiding the meaningful integration and academic recognition of MOOCs and MOOC Camps through the alignment of infrastructure, policy, curriculum, assessment, and recognition systems to achieve sustainable impact in language education.

CONCLUSION

- Experienced, academically qualified educators with strong professional competence and readiness for innovation
- Functional MOOC knowledge, moderate engagement, and developing classroom utilization
- Positive attitudes toward MOOC integration, with moderate ease of integration and institutional support
- Technological and resource limitations, readiness gaps, and inadequate institutional policies and recognition
- Strong support for comprehensive, multidimensional MOOC integration through the proposed INTEGRATES Framework

RECOMMENDATION

- Flexible MOOC programs responsive to educators' professional maturity and academic qualifications
- Tiered training and structured MOOC Camps to strengthen sustained MOOC engagement
- Practical training, instructional models, and enhanced institutional and technical support for MOOC integration
- Improved infrastructure, continuous professional development, learner support, and clear MOOC policies and academic recognition
- Adoption and operationalization of the INTEGRATES Framework for sustainable MOOC and MOOC Camp integration

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