



Reflective Practice Learning Through MOOCs for Higher Education in Present Scenario

Zareen Baksh
Department of Education
St. Aloysius College, Jabalpur

Abstract

A digital badge is a validated indicator of accomplishment skill, quality or interest that can be earned in many learning environment. Open digital badging makes it easy for anyone to issue earn & display badges across the web through an infrastructure that use shared and open technical standards. Reflection is considered a key part of the experiential learning process where it is encouraged in both teachers and students alike to both identify and maximize the learning. The use of reflection can be informal but it is also regularly used a form of assessment, whether it is self-reflective or the facilitation of reflection in our students.

A digital badge is a new way to capture and communicate what an individual knows and can demonstrate. With technology leading the way, the methods for presenting content to a learner has evolved out of the classroom with an instructor to leaning anytime, anywhere with my technological device.

Emerging Media and Management The emergent nature of media technologies limits the amount of empirical work to examine its use and impact on management functions. This piecemeal approach to the study of emerging media and its effects leaves both academics and practitioners without guidance with respect to prevalence in the industry, support attached to the technologies, and its influence on important outcomes like cost, productivity, and satisfaction. Implementation of these various technologies has commonly been launched with the assumption that digital access to information and communication will enhance employees' productivity and work satisfaction. However, these questions have not been addressed in formal research. This study seeks to fill this gap in the literature by examining use, support, and impact of emerging media technologies in the workplace.

Key Words: Reflective Learning Practice, MOOC, Higher Education

INTRODUCTION

Badges can help engage students in learning, and broaden the avenues for learners of all ages to acquire and demonstrate—as well as document and display their skills. Badges can help speed the shift from credentials that simply measure seat time, to ones that more accurately measure competency. We must accelerate that transition. And, badges can help account for formal and informal learning in a variety of settings. A digital badge is a validated indicator of accomplishment, skill, quality, or interest that can be earned in many learning environments. Open digital badging makes it easy for anyone to issue, earn, and display badges across the web—through an infrastructure that uses shared and open technical standards.

Reflective practice is the capacity to reflect on action so as to engage in a process of continuous learning. In its simplest form it involves thinking about, or reflecting on, what you do. It is closely linked to the concept of learning from experience. Of course, most of us think about what has happened, it is part of being human. However, the difference between casual ‘thinking’ and ‘reflective practice’ is that reflective practice requires a conscious effort to think about events, and develop insights into them.

The challenge lies in the fact that learning can be difficult, even at an individual level. Accepting new information that challenges the way we think and the things we do is, even with the best of will, difficult to undertake, to accomplish, and to sustain. Because of this, learning – which mostly upsets beliefs and habits in individuals and organizations – is not often embraced easily and enthusiastically, even though there is a growing, and sometimes powerful, recognition of the need for change.

Regardless of its difficulty, reflective practice can be an important tool in practice-based learning settings where people – and agencies and communities – learn from their own professional experiences, rather than relying solely on formal learning or knowledge transfer. Reflective practice is linked closely with planning, monitoring and evaluation (PM&E), and is also supported through approaches such as action research and adaptive management.

The world is changing fast and, today more than ever, traditional modes of assessment fail to capture the learning that happens everywhere and at every age. Digital badges are a powerful new tool for identifying and validating the rich array of people's skills, knowledge, accomplishments, and competencies. Digital badges inspire new pathways to learning and connect learners to opportunities, resources.

Reflective practice can be an important tool in practice-based professional learning settings where people learn from their own professional experiences, rather than from formal learning or knowledge transfer. It may be the most important source of personal professional development and improvement. It is also an important way to bring together theory and practice; through reflection a person is able to see and label forms of thought and theory within the context of his or her work. A person who reflects throughout his or her practice is not just looking back on past actions and events, but is taking a conscious look at emotions, experiences, actions,

and responses, and using that information to add to his or her existing knowledge base and reach a higher level of understanding.

“Reflective Practice” is a term that derives from the work of Dewey and Schon. Two main facets of Reflection-in –action and Reflection-on-action for reflective Practice. Reflective practice can include any or all of the followings:-

1. Practice based learning
2. Action research, action learning
3. Problem and enquiry based learning approach
4. Peer based learning
5. Reflecting on the study experience.

The use of reflection can be informal but it is also regularly used a form of assessment whether it is self-reflection or the facilitation of reflection in our students reflective practice is now an integral part of our professional development. The purpose of this digital badge is to support and develop your reflective practice through the award of a micro accreditation in reflection practice in teaching.

The concept of reflective practice has found wide application in the field of education, for learners, teachers and those who teach teachers. There is one quality above all that makes a good teacher -the ability to reflect on what, why and how we do things and to adopt and develop our practice within lifelong learning. Reflection is the key to successful learning for teachers and for learners.

Students can benefit from engaging in reflective practice as it can foster the critical thinking and decision making necessary for continuous learning and improvement. When students are engaged in reflection, they are thinking about how their work meets established criteria; they analyze the effectiveness of their efforts, and plan for improvement. "Reflection is linked to elements that are fundamental to meaningful learning and cognitive development: the development of metacognition – the capacity for students to improve their ability to think about their thinking; the ability to self-evaluate - the capacity for students to judge the quality of their work based on evidence and explicit criteria for the purpose of doing better work; the development of critical thinking, problem-solving, and decision-making; and the enhancement of teacher understanding of the learner.

Benefits to reflective practice include:

- Increased learning from an experience or situation
- Promotion of deep learning
- Identification of personal and professional strengths and areas for improvement

- Identification of educational needs
- Acquisition of new knowledge and skills
- Further understanding of own beliefs, attitudes and values
- Encouragement of self-motivation and self-directed learning
- Could act as a source of feedback
- Possible improvements of personal and clinical confidence

Limitations to reflective practice include:

- Not all practitioners may understand the reflective process
- May feel uncomfortable challenging and evaluating own practice
- Could be time consuming
- May have confusion as to which situations/experiences to reflect upon

Reflective practice helps create confident teachers

Reflective practice develops your ability to understand how your students learn and the best ways to teach them. By reflecting on your teaching, you identify any barriers to learning that your students have. You then create lessons which reteach any content which your students have not been able to access to allow them to overcome any obstacles and develop.

Being reflective will also make sure you have a wider range of skills as you find new ways to teach. This will develop your confidence in the classroom as you find the best ways to deliver your knowledge of a subject.

By reflecting, you will develop abilities to solve problems. Through questioning and changing the way you deliver your lessons, you will find new solutions and become more flexible with your teaching. It allows you to take time to assess and appreciate your own teaching. Reflective practice also helps create confident students. As a result of reflecting, students are challenged as you use new methods in the classroom. From reflection, you should encourage your students to take new challenges in learning, developing a secure and confident knowledge base.

- Reflective practice makes sure you are responsible for yourself and your students reflecting on your teaching will help you to understand how your students best learn and will allow you to be accountable for their progress. By assessing the strengths and weaknesses in your own teaching, you will develop an awareness of the factors that control and prevent learning.

Learning Styles

Kolb's learning theory (1974) sets out four distinct learning styles, which are based on a four-stage learning cycle (see above).

Kolb explains that different people naturally prefer a certain single different learning style. Various factors influence a person's preferred style. For example, social environment, educational experiences, or the basic cognitive structure of the individual.

Whatever influences the choice of style, the learning style preference itself is actually the product of two pairs of variables, or two separate 'choices' that we make, which Kolb presented as lines of axis, each with 'conflicting' modes at either end:

typical presentation of Kolb's two continuums is that the east-west axis is called the

Processing Continuum (how we approach a task), and the north-south axis is called the **Perception Continuum** (our emotional response, or how we think or feel about it).

Higher education

Higher education refers to a level of education that is provided by Universities, vocational universities, community college, liberal arts colleges, institution of technology and other collegiate level institutions, such as vocational, training and career colleges, that award academic degrees or professional certifications.

The learner should be able to

- Identify relevant the recital frameworks underpinning reflective practice.
- Recognize key model and methods of reflection. Construct and share reflection in a variety of media which can include oral written visual and other farms.
- Appraise reflective practice and their key attributes in the contact of good practice.
- Through reflection students analyzeconcepts, evaluate experiences, and farm opinions, critical reflection provides students with the opportunity to examine and question their belief, opinion. It involves observation asking question and putting facts ideas and experience together to derive new meaning and new knowledge.
- Reflection is a process designed to promote the examination and interpretation of experience and the promotion of cognitive learning. It is the process of looking back on the implication of action taken good and bad, determiningwhathas been gained, lost, or achieved and connecting these conclusion to future action and larger societal contacts.

- Reflective thinking is not only an organic component in the learning cycle, it is simultaneously the very ground from which knowledge and belief spring. Reflective thinking is key in experiential learning theory and the operational linchpin of service learning pedagogy.

Themes

- MOOC Badge Design:- Massive open online courses (MOOCs) are a form of distance learning. They are massive in the sense they are open and free for anyone to participate in and some MOOCs have thousands of students participating from across the globe. Openness also refers to the open access philosophy of some of these courses in which materials are made available under a creative commons license for reuse and adaptation.
- Action Plan:- Action research is also a kind of reflective practice. It is reflective process of progressive problem solving led by teachers to understand their practice and improve the way they address issues and solve problems. It helps student teachers to become aware of what's happening in the classroom by identifying common problems and hypothesis about possible causes and solutions and attempting to apply an action plan.
 - Knowledge Building :- Planning and Implementation
 - Reflection on Practice: Reflection on practice continues to gain increasing support, if not a requirement, within vocational and professional fields. As a method of instruction, it can be used to develop increased awareness of individual performance and support lifelong learning. However, whereas research generally focuses on how individuals become proficient practitioners through reflection, it is less concerned, if at all, with how individuals learn to become proficient as practitioners of reflection.
 - Learning Technologies- e-text, Accessibility, online Presence

Digital Badge Pathway:-

1. Paper based
2. Easy to create
3. Easy to display
4. Difficult to verify

Badge meaning —A digital badge is visual symbol of accomplishment. They can be awarded for any definable achievement and earned in many learning environments, games of the workplace. An open badge is a specialized type of digital badge that contains verifiable metadata about achievements according to a common data format. Badges are organized in badge systems and learning pathways.

Objectives

- To recognize key models and methods of reflection.
- To Construct and share reflection in a variety of media, which can include oral, written, visual and other forms.
- Identify relevant theoretical frameworks underpinning reflective practice.
- To identify the skill, interest, achievement, through digital badges.
- Understand the antecedent and impetus for meaningful reflective teaching.
- To identify similarities between reflective practice teaching and learning.

Massive open online courses (Moocs)-

Open badges are being touted as the latest threat to higher education. However a closer look at this emerging trend reveals benefits for traditional institutions and alternative learning programs alike. Some vocal proponents have begun to suggest that badges representing learning and skill acquired outside the classroom, or even in Moocs, will soon supplant diplomas and course credits.

The success of long term capability of each college and university is becoming more dependent on its graduates successful evolution into the workplace. For higher education institutions interested in keeping pace, establishing a digital ecosystem around badges to recognize college learning, skill development and achievement is less a threat and more an opportunity. Used properly, badges-based systems help motivate, connect, articulate and make transparent the learning that happens inside and outside classrooms during a student's college years. For college student by earning skill-based badges, they keep record of achievements and they build their capabilities throughout their professional lives.

I select signification path to collect data for colleges:

1. Choose the best programs to complement their goals and interests.
2. Gain credit for the skill they acquire across college and their lifelong learning experiences.
3. Control and manage their credentials.
4. Share, combine and present their accomplishments to unlock new employment and education opportunities.

Action research plan

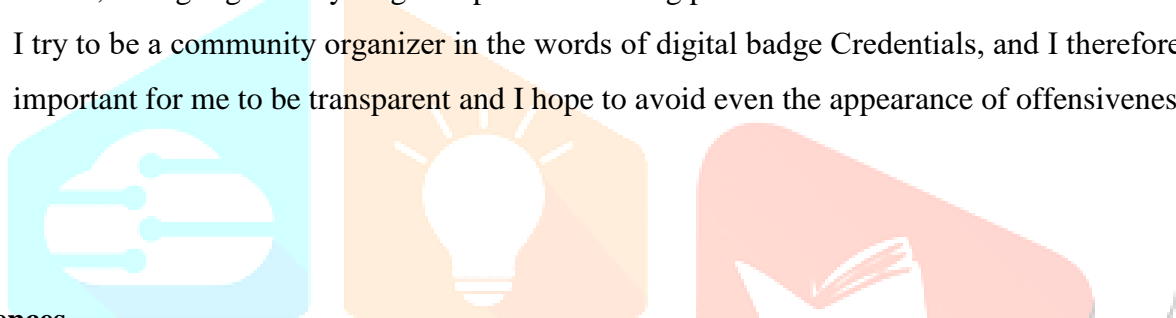
Action research is very popular in the field of education because there is always room for improvement when it comes to teaching and educating others. Action research works very well because the cycle offers opportunity for continued reflection. I follow these seven steps which become an endless cycle for the inquiring teacher, are the following:

1. Selecting a focus
2. Clarifying theories

3. Identifying research questions
4. Collecting data
5. Analyzing data
6. Reporting data
7. Taking informed action

EXPECTED OUTCOMES

- ❖ Digital Badges have tremendous potential for helping teacher's schools and programme evaluate and study learning.
- ❖ A digital trophy system if well designed offers the ability to make transparent not just success and failure, its highlight every single step in the learning process.
- ❖ I try to be a community organizer in the words of digital badge Credentials, and I therefore believe it's important for me to be transparent and I hope to avoid even the appearance of offensiveness



References

- Abramovich, Schunn, and Higashi 2013;Antin and Churchill2011.Halavais (2012).We provide a short review of the research and theoretical literature concerning badges, and organize this literature into three general themes that emerge: (1)badges as a motivator of behavior, (2) badges as a pedagogical tool, and (3) badges as a signifier or credential, which link to economic and social opportunity.
- Ady, K., Kinsella, K., &Paynter, A., (2015). Digital distinction: Badges add a new dimension to adult learning. *Journal of Staff Development*, 36(4): 24-27.
- Akbari R.,(2007). Reflection on Reflection: A Critical Appraisal of Reflective Practice in L2 Teacher Education System 35(2):192-207.
- Biswal, A. and Joshi, S.M.,(2002). Training the Information and Communication Technology for Teacher Education *University News*,40(28):July 15,2002.
- Biswas, P.C.,(2002).Building Technology supported Teaching and learning skill for quality Teacher Education, *University News*,44(50):Dec.16.2002.
- ChatterjeeParag.,(2014).Enhancement of digital literacy and excellent education through E-learning for the students in rural parts of West Bengal,101st Indian Science Congress, Jammu, India, Enhancing the quality and accessibility of higher education through the use of Information and Communication Technologies.”International Conference on Emergent Mission, Resources, and the Geographic Locus

in Strategy as a part of the 1th Annual Convention of the Strategic Management Forum (SMF), India.20(1): 201-204.

- Cucchiarraet al.2014;Gamratmet al.,(2014).People select and sequence the informal (non-credit) learning opportunities they want in order to create their own personal learning pathway.
- Devedzic and Jovnovic.,(2015). In higher education they are therefore useful in capturing learning that might otherwise go unrecognized through formal academic accreditation processes.
- Duncan 2011; Surman 2011.The badge for lifelong learning competition and mozilla’s open badges initiative, which has stimulated much of the U.S. secretary of officially launched on September 15, 2011, with the participation of the secretary of education.
- Fields.,(2015).Digital badges can facilitate an individualized learning pathway, particularly critical for professional learning development in fields that are rapidly changing and where formal programs may not be in step with emerging trends, technologies and practices. Partnership: The Canadian Journal of Library and Information Practice & Research, 10(1):1-10.
- Forrest MES., (2008). Learning and teaching in action. Health information and libraries journal; 25:229-232.
- Foster,J.(2013). The promise of digital badges. Techniques: Connecting Education & Careers,88(8):30-34.
- Frederiksen,L.(2013). Digital badges. Public Services Quarterly,9(4):321-325.
- Gamrat et al.,(2014). Digital badges are a form of micro-credentialing, which provide a way to recognize and evidence accomplishments acquired through informal learning experiences at a more granular level than is captured by courses or degrees.
- Gao, Luo,&Zhang, 2012; Williqms, Terras,& Warwick, 2013; Liyanagunawardena, Adams & Williams, 2013;Liyaganawardena& Williams, 2016).Paper deemed relevant were identified through a series of searchefforts, using a method based on the approaches used in other systematic reviews.
- Gibson, D., Ostashewski, N., Flintoff, K., Grant, S., & Knight, E. (2015). Digital badges in education. Education and Information Technologies, 20(2):403-410.
- Hamari.(2017). suggests that completion of goals leads to increased student satisfaction and increased student performance, especially if goals are context-related, immediate, and the users provided with instant feedback.
- Howard, G., & Hickey, D.T.(2016).Six steps to building high- quality open digital badges. The Evollution: A Destiny Solutions Illumination.
- Ian O’Byrne, W., Schenke, K., Wills, J.E.III, & Hickey, D.T.(2015). Digital badges: recognizing, assessing, and motivating learners in and out of school contexts. Jouranl of Adolescent & Adult Literacy,58(6):451-454.

- Jamali. &Asadi, 2010; Nicholes et al,2014. Namei and Young. (2015).The use of search engines such as Google in academic research is controversial, however using gained popularity with academics and researchers using google as a discovery service usually limit themselves to studying only few items, Namei and Young(2015).
- Jovanovic, J. &Devedzic, V.,(2015). Open badges: Novel means to motivate, scaffold and recognize learning. *Technology, Knowledge and Learning*, 20(1):115-122.
- Knight&Casilli,(2012).Digital badges are used similar to physical merit badges, to set visually represent a skill or achievement. Badges have long been used successfully to set goals and motivate, and represent and communicate achievements and success).
- Lesser, M.,(2016). Why we badges: The potential for digital credentials. *Educational digest*, 81(5):43-48.
- Much of the research to-date focuses on what digital badges are and what they are used for(Casilli& Hickey, 2016; Finkelstein et al., 2013; Gibson et al., 2015; Law,2015;M^cDaniel &Fanfarelli,2016),and their potential benefits from a student learning, engagement, tracking of progress, motivation and retention perspective(Casilli& Hickey, 2016;Jovanovic&Devedzic, 2015; M^cDaniel& Fanfarelli,2016;Saxton, 2015).
- National Curriculum Framework for school Education.2000. NCERT, New Delhi.
- Pandey, G.P. and Chakraborty, J.,(2002).Role of technology supported Teaching and Learning in Higher Education in the 21st Century, *University News*.40(8):Feb.25,2002.
- Portland State University Institutional Assessment Council n.d.).Students will develop the disposition and skills to strategize, gather, organize, refine, analyze, and evaluate the credibility of relevant information and ideas.
- Reid, A., &Paster, D.,(2013). Digital badges in the classrooms. *Inside higher Ed*.
- Samuel Abramovich., (2016).understanding digital badges in higher education through assessment. *on the Horizon* 24(1):126-131.
- Shelley Dr. Urmi, SrivastavaKiran.,(2013). Impact of Massive Open Online Courses (MOOCs) on Higher Education: Opportunities or Threat.
- Young, J. (2012).Badges earned online pose challenge to traditional college diplomas. *Education Digest*, 78(2):48-52.