

THE NANO MOOC EXPERIENCE OF HIGHER EDUCATION TEACHERS: THE CASE OF ACTIVE AND GAMIFIED LEARNING COL




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Abstract:

The NOOC Active and Gamified Learning, developed by Universidade Aberta (Portugal) within the European ENID-Teach project [1], aims to strengthen facult learning and gamification. This study assesses participants' satisfaction regarding the NOOC's structure, content, methodology, technology, and overall learnir

This presentation reports preliminary findings from feedback from Portuguese-speaking participants, primarily higher education teachers, gathered throug statistical analysis identified satisfaction trends and areas for future improvement. Results show high satisfaction levels: 90% rated the structure and conter resources, content coherence, and instructor performance received similarly positive evaluations.

Nevertheless, some challenges were identified, such as platform usability issues, limited peer interaction, and the short duration of the course. Despite this strong sense of belonging and expressed a clear interest in future ENID-Teach NOOCs.

Findings suggest that the NOOC supports professional development through engaging, well-structured content and a micro-learning approach. Impro functionality, interactivity, and course length could further enhance its impact. These insights support the refinement of upcoming NOOC editions and cor development.

References:

[1] <https://www.enidteach.eu/>

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Open and Distance Education, MOOC design, NOOC, University Teacher training.