

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

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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 faculty competencies in active learning and gamification. This study assesses participants' satisfaction regarding the NOOC's structure, content, methodology, technology, and overall learning experience.

This presentation reports preliminary findings from feedback from Portuguese-speaking participants, primarily higher education teachers, gathered through interviews. Descriptive statistical analysis identified satisfaction trends and areas for future improvement. Results show high satisfaction levels: 90% rated the structure and content as "Excellent." Didactic 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, participants reported a 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. Improvements in the platform functionality, interactivity, and course length could further enhance its impact. These insights support the refinement of upcoming NOOC editions and contribute to digital faculty development.

References:

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

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