# ADVANCING SDG 4 THROUGH MOOCS: A PATHWAY FOR SOUTH AFRICAN TEACHERS' ESTABLISHMENT OF ONLINE COMMUNITIES OF PRACTICE

Presentation by

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# Outline

- Aim of the presentation
- Problem statement
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# Problem Statement

Inclusive education fails to empower teachers to provide inclusive teaching for all learners including those with disabilities (Subban & Mahlo, 2017).

A lack of institutional capacity in the form of suitably trained teachers.

There is a lack of collaboration between teachers, school principals, parents, and the community at large tailored towards teacher empowerment.

More than 50% of children with disabilities are out of school.

Most teachers are faced with large classes

# MOOCs

Need to consider additional opportunities for teachers

To learn about inclusive education outside of formal teacher education programs.

A lack of skills and knowledge in the use of Massive Open Online Courses (MOOCs) in on-line teaching

MOOCs Viewed as one way of addressing these issues

Prepare teachers to "*ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*" (SDG4).

ONLINE COURSE

# Education for All: Disability, Diversity and Inclusion

Join this free online course to find out how inclusive education can work, especially where resources are limited.

UNIVERSITY OF CAPE TOWN

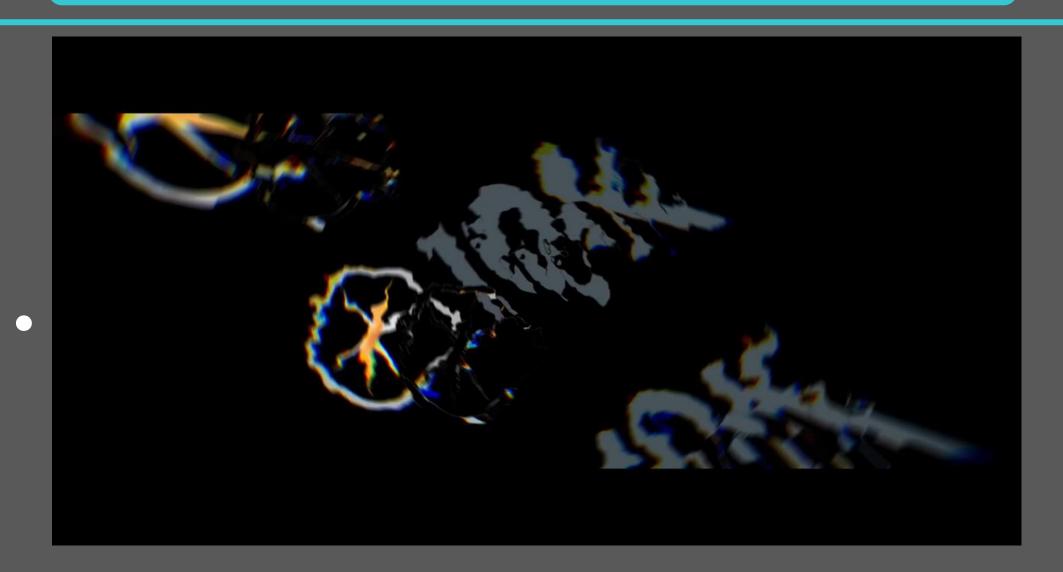**Join free**    **Upgrade - $34**

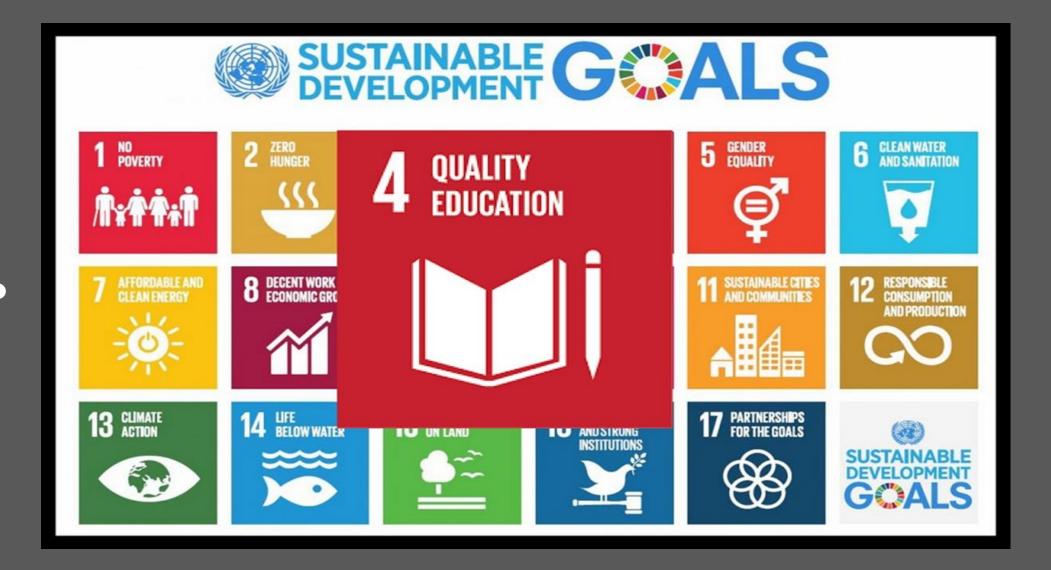**What's the difference?**

Overview    Start dates    Requirements    Educators

# What is SDG4?



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# Quality Education: Centre of SDGs

# SDG4 and Article 24

Article 24 of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) highlights a need to ensure that persons with disabilities are entitled to their educational rights in the same manner as their non-disabled counterparts (UNESCO, 2018).

Article 24 of the UNCRPD is further validated by the Sustainable Development Goal 4 (SDG 4)

SDG 4 aims to achieve inclusive and equitable quality education and to promote lifelong learning opportunities for all.

Promoting inclusive education would also mean promoting the principles detailed in UNCRPD 24 and SDG 4 respectively.

# Methodology

| Province | Teachers | School Principals | Research Design, Approach and sampling | Instruments | Data analysis |
|----------|----------|-------------------|----------------------------------------|-------------|---------------|
| Limpopo | 7 | 0 | | **Data Triangulation** | |
| Eastern Cape | 1 | 2 | Qualitative Research | 1. in-depth individual semi-structured interviews with teachers and local school principals | Thematic analysis using Nvivo software |
| Western Cape | 2 | 2 | | | |
| Nothern Cape | 1 | 0 | Interpretive paradigm underpinned by pragmatic aims. | 2. Virtual focus group with **five** stakeholders from the Northern Cape Education Department | |
| Free State | 1 | 1 | Case Study

Snowballing & Purposive Sampling | 3. MOOC Web Analysis | |

# Findings: Advancing SDG4 through MOOCs

*"There's a need to formalize MOOCS schools because it teaches schools to enforce inclusive learning for all".* **WILL**

*"Oh, the MOOC really helped me. I mean, I gained insights. I was kept abreast with the latest knowledge and skills and also some of the things I've got reminded of include learning within the inclusive education spaces".* **NELSON**

*"The reflection on our own experiences of how we promote inclusivity in the classroom and what we could do better to promote inclusion in my class as a teacher. Also, sharing my experiences with other teachers all over the world also gave me a perspective on how I could do better for myself".* **WINNIE**

# Cont. Findings

Teacher's pursuit of additional learning opportunities and partnerships through MOOCs

1. Improved their teaching and professional practices,

2. Thereby promoting (SDG4) inclusive, equitable education in their classrooms.

3. Such learning opportunities created partnerships such as peer forums including professional learning communities.

# So What???

Opportunities for future researchers to have a broader understanding of how MOOCs support lifelong learning for teachers

Including their alignment with SDG 4's goal of education for sustainable development.

The need to formalize MOOCs within the South African schooling system to advance SDG 4's goal of education.

The need to inform policies that support inclusion

The need for empowerment and collaborative intent of South African teachers including providing

1. Extensive teacher training programs,
2. Through the establishment of a model for teacher training in South Africa.