LIVED EXPERIENCES OF MOOCERS: A PHENOMENOLOGICAL STUDY

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Abstract

This study involved educators who took online courses under MOOC or Massive Open Online Course sponsored by the U.S. Department of State in partnership with the Regional English Language Office (RELO) in the Philippines. It focused on the essence of the lived experiences of a MOOCer. Findings reveal that teachers may find MOOC a venue for the continuous and sustainable training platform where they could discover new approaches, strategies, and effective methodologies for the improvement of the teaching-learning process. MOOC will serve as the common milieu for teachers to meet new acquaintances, friends, noted personalities, authors, and trainers. The new knowledge, skills, and attitude developed through time as they continuously hold with the tenets of MOOC will bring them a place in the domain of education and training. The hunger for the latest ideas and

information brought about by internalizing the ideals of MOOC will drive them more to discover new ways of thinking, teaching, and sharing thoughts for the betterment of learning school children. MOOC will become the hub for personality development and the attitude of the ideal teacher of tomorrow.

Keywords

Approaches, Effective Methodologies, (MOOC) Massive Open Online Course, Teaching-Learning Process, Strategies, Personality Development

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1. Introduction

"*Lift your life first, before you can lift other peoples' lives.*" -The Author

An educator's task is to transform lives, but it is never easy. To do it, an educator must equip himself with certain characteristics to ensure that quality education is profoundly and transferred.

Nowadays, people cannot live without technology. Technology is a great contributor in delivering quality learning especially now that they are in a vast digital era. In general, utilizing technology has been a challenge for educators who teach in the digital age, which is a greater issue especially for seasoned teachers. For educators to cope up, the nation urges everyone to positively adjust the game in education through Education 4.0, (Fisk, P., 2017) which was highlighted in the ASEAN Integration Framework. (https://asean.org/storage/2019/01/ASEAN-Digital-Integration-Framework.pdf)

This also goes hand in hand with the demand for quality teachers from the Department of Education as required in DepEd Order No. 7, s. 2015, which states that the success of any education system depends heavily on the competence of its teachers, which was aligned with the vision and mission of DepEd and the intention of K to 12. (www.deped.gov.ph/about-deped/vision-mission-core-values-and-mandate)

Online learning is widely used since the situation is demanding people to do so. However, only a few schools can fully offer such processes due to the limited resources they have.

Massive Open Online Course (MOOC) is a web-based education or training portal that offers to learn while working collaboratively where anyone can participate locally, globally, and universally. It offers not only learning but also focuses more on the connections, which involve instructors with learners or participants gaining information at work and even in higher education. This web-based education is very innovative because they blend traditional text-based classroom materials with a host of multimedia content drawn from the web. It has a large scale of availability at an affordable cost

while making pathways for education and a non-traditional registration model. (www.sitel.com/glossary/massive-open-online-course-mooc/)

In the Philippines, MOOC is widely distributed and spreading like a virus that moves and touches the lives of individuals holistically. In the past, educators who already took courses with MOOC and eventually participated gave a bunch of positive feedback and inspiring stories of their teaching experiences after finishing a course. Most of them participated not only for practical reasons and love for teaching and learning but also for fun and fulfillment, which are felt after each successful endeavor. According to some, the entire process made them feel more worthy and useful to society. Since they not only become better teachers, they also develop more concerns and love for their fellow Filipinos.

2. Background of the Study

Online courses with blended learning or high-breed learning are widely used today not only in higher education but also in basic education as well. However, this cannot deny the fact that some educators are not interested in modern technologies since they consider them complicated and time-consuming.

Ghavifekr & Rosdy, (2015) reported that ICT would help teachers with the global need to replace conventional teaching methods with technology-based teaching and learning resources and facilities. He stated that in Malaysia ICT is considered as one of the key elements in transforming the country into future development. The Ministry of Education gives insights into the importance of technology-based teaching and learning in the national curriculum of schools through the latest Education Blueprint (2013-2025). (Abdul, R., 2020)

These caught the attention of the researcher to investigate the benefits and challenges of being MOOCers. The purpose of this qualitative phenomenological study is to explore and uncover the teachers' lived experiences in MOOC. Hence, this study will also help identify the essence of their experiences and the competencies they acquire in becoming better teachers and individuals. It will also help identify what is beneficial and what is not in terms of actions that the educators take to improve their craft to achieve their goals in teaching, and most especially, to uplift the quality of education in society.

This will help educators maximize their time, energy, and efforts. Most of all, it will identify which action or activity will lead them to achieve their professional goals and eventually lead them to uplift their learners' performance. Through this study, the researcher may help aid the problem of

society regarding the decreasing quality of the educational system. If teachers achieve professional growth and learn better on how to deal with and handle their students, they can easily bring out the fullest potentials in them. (UNDP Philippines/sustainable-development-goals)

Aside from knowing and understanding the lived experiences of MOOCers about the benefits and challenges they encountered, through this study, the competencies of the teachers that need further improvement can be easily identified and can provide suggestions on how to improve them. MOOCing can also be included as part of SLAC/LAC sessions in school to address the mandate of DO 35, s. 2016 or The Learning Action Cell (LAC) as a Kto 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning. The DepEd policy encourages the continued professional development of its teaching staff based on the principle of lifelong learning and DepEd's contribution to the development of new teachers directed at their professional success. (https://www.deped.gov.ph)

3. Theoretical Framework

This study is anchored on the theory of Connectivism by Siemens (2005). This theory explains how the Internet technologies have created new horizons for people to learn and share information around the globe and among themselves through the World Wide Web. With this theory, learners learn online across peer networks, wherein a teacher guides a student to acquire information and answer key questions as needed to support students' learning and sharing on their own. The phenomenon MOOC was created out of this theory and it is open to anyone who wants to enroll. In this platform seeking out information on their own, online is strongly encouraged and expresses what they find online since it is a connected community.

Online collaborative learning theory is the concurrence of each constructivist approaches to learning and the development of the Internet has led to the development of a particular form of constructivist teaching, originally called computer-mediated communication (CMC), but which has developed into what Harasim (2011) now calls online collaborative learning theory (OCL).

And, the question being discussed is about MOOCers ' lived experiences, and MOOCs made them learn through scaffold learning, and so reflective learner theory is also included as this is a method in which teachers engaging with MOOC can focus on and evaluate their experiences to broaden their skills as educators. In his study, Mathew et al (2017) stated that reflective practice is a process that facilitates teaching, learning, and understanding, and plays a central role in the professional development of teachers. As student teachers conduct systematic self-inquiry, they

understand themselves, their activities, and their pupils. They grow professionally on their own by constantly looking into their acts and experiences.

This theory is needed to know how MOOCers reflect after a course and apply their learning to their daily teaching. It helps teachers to understand and evaluate what they know and learn in MOOC. The principle is also important because proactive teaching practice is an ongoing process and requires understanding the learner's own experience of applying knowledge to action while being taught by professionals. It helps people develop their personalities. The theory will provide a straightforward and practical reason that MOOCers are also witnessing the series of changes and need to make their way of resolving the challenges they face when applying the learning and teaching techniques.

4. Research Framework

To illustrate the flow of the study focusing on the experiences specifically on the competencies acquired and challenges experienced by the MOOCers towards an anthology, a research paradigm will be provided to uncover the dynamic perspective of the respondents.

As can be seen in Figure 1, the testimonies of the teachers/individuals taking MOOC on the competencies acquired and challenges they encounter in MOOCing served as the main source of data for the study. Through the semi-structured interviews will be conducted with the respondents through Focus Group Discussion which will be documented by the researcher. From similar learner responses, she was able to generate nine (9) themes. Careful analysis of data was carried out to arrive at the study's emerging themes.

This qualitative, inquiry-based, interpretive phenomenological research study involves an in-depth examination of recorded encounters in the form of interviews and journal entries that are told or discussed with this research. In particular, this work uses the interpretative phenomenological study of the participants' lived experiences.

The MOOCers' reflections, identifying their own unique experiences, were analyzed through repeated readings to deepen their understanding of the experiences of teacher MOOCers. The researcher also allotted time for the respondents to immerse themselves in the teaching situation to check their written reflections in the journal.

Figure 1 also shows how that study was conducted by the researcher. In performing phenomenological research, it demonstrates the method of data analysis. The analysis was divided into three principal phases. The first stage is Phenomenological Reduction that involves the

participation of the researcher and the respondents. The researcher defined an individual experience through textual language after having conducted interviews with the respondents. Researchers perceived the external object as being connected to their experiences. Simultaneously, she would also find the inner act of consciousness that refers to the rhythm and connection between phenomenon and self. The researcher removed all items that aren't beyond the conscious experience directly.
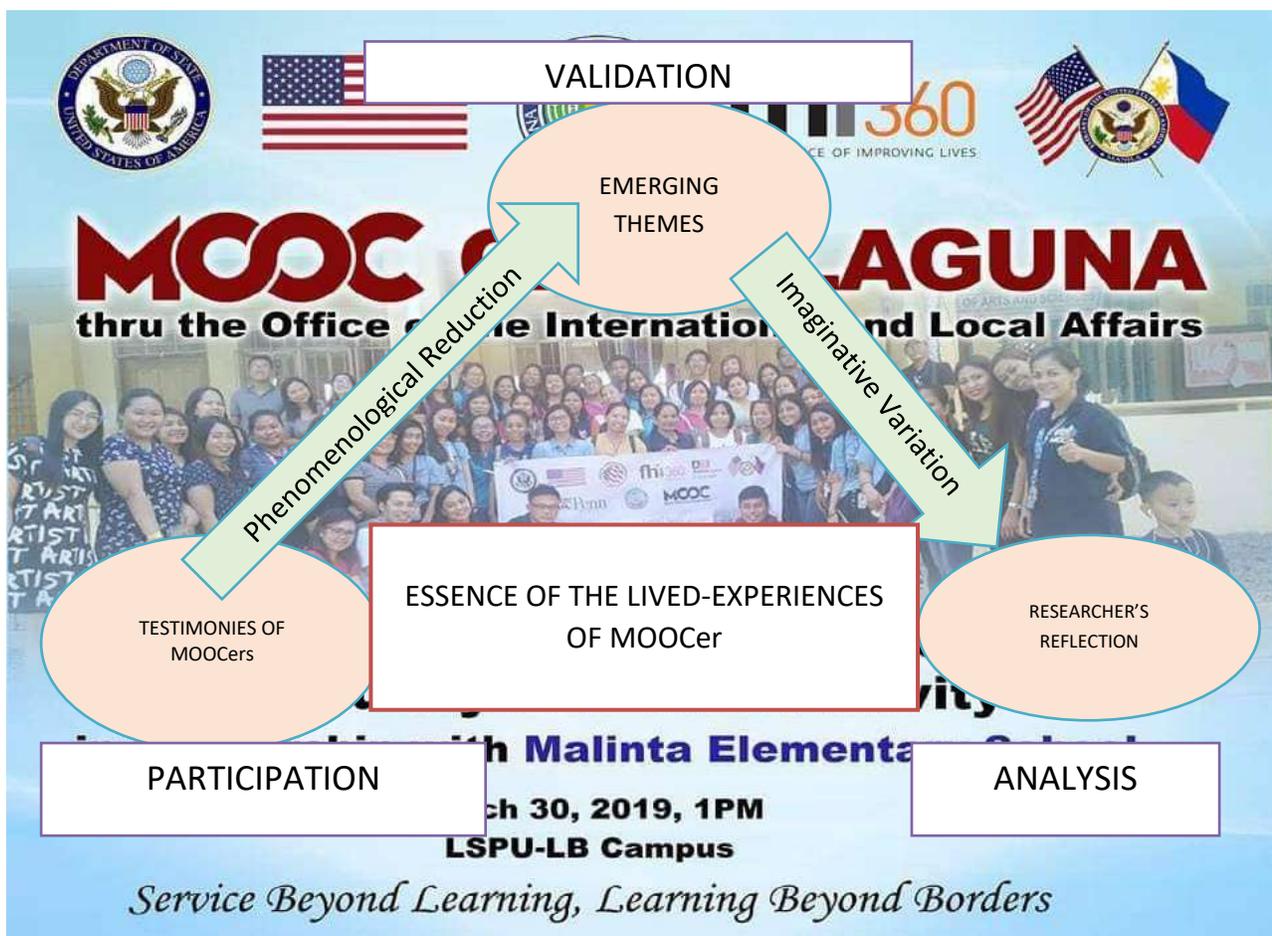

Figure 1: *Research Framework*

The second stage is the imaginative variation by which validation or answers from the respondents are involved. In the focus group discussion which was conducted, the researcher validated the respondents ' responses and their responses in their reflective journal through the observation process. Furthermore, by identifying a plausible interpretation of the phenomenon, she eliminated redundant features of the responses. The researcher also described and mentioned the emerging themes in this stage.

The final step is intuitive integration. The researcher created narratives for each respondent at this point, including a textural description of "what" occurred, and a description of "how" it occurred. For each respondent, she identified the units of significance. After that, she developed units of meaning common to all respondents and developed a composite textural and structural definition based on these mutual units of meaning. Besides, the researcher established the nature of the phenomenon at this point.

5. Statement of the Problem

This study aims to explore the lived experiences of MOOCers with emphasis on the challenges and developed competencies concerning their teaching. The central question of the study is:

What is the essence of the lived experiences of a MOOCer?

Specific Questions

1. How do the MOOCers describe their lived experiences as regards the challenges in MOOCing, competencies developed/acquired, and its application to their teaching careers?

2. What themes emerge from the testimonies shared by the teachers as to the experiences they encounter in MOOCing?

5.1 Scope and Limitations

The research was concerned with MOOCers' experiences related to the skills they learned and the challenges they faced in MOOCing and how they resolve it and incorporate it into their lectures. This division is chosen by the researcher because this is the division with a large number of MOOCers. The study participants were made up of 10 MOOCers classified as completers or those who completed and graduated with MOOC in at least 1 course. The lines of questions focused on the interactions that have been perceived as MOOCers, learned skills, and issues related to their lives. The study's findings will serve as the basis for creating an index of the difficulties and abilities that MOOCers have learned and how they solved them.

5.2 Significance of the Study

The purpose of the study is to establish an anthology that would provide the common skills acquired and challenges faced by MOOCers as a response to the disturbing situations of declining educational quality in most areas, especially in English subjects. The study results would support the following:

The study findings should serve as a guide to a deeper understanding of the MOOCers' real situations. Through this, policymakers will devise new policies that would help not only teacher MOOCers in improving the skills they have learned and that the difficulties they have faced, but also all educators at the same time.

The analysis will allow the Schools Division Superintendent to be aware of the teachers' participation in MOOC and the growth it gives to the digital age educators and students. Through this, MOOCing's beauty could be grasped and applied to all. The anthology that the researchers will create will allow them to identify the best mechanism that would best compliment the challenges MOOCers face to apply and maximize their acquired skills.

It will provide information to the Education Program managers on how important school productivity investment in technical and personality development is. The results may serve as evidence for some related issues related to the complexities of educating an instructor or MOOCers in their professional field.

The study will serve as a springboard and evidence for the school head to encourage teachers to be involved and engage themselves in endeavors that will lead them to become better at dealing with difficulties in teaching and adapt to the global standard through courses offered by MOOC and other agencies for free. The findings of these studies will help other educators appreciate and be encouraged to join programs that will lead them to understand the learners and improve their teaching skills at a low cost but high possibilities of improving the quality of education.

6. Methodology

The research instrument of this study was the self-made questionnaires that served as a guide to direct the flow of discussions with the respondents and undergone validation from the expert of this field.

The researcher equipped the respondents with sixteen questions. Such questions would ask the participants to focus on the whole conversation and then give the researcher their positions or views on issues of central importance. The researcher used open-ended questions and the participants' participation was ensured by the questions. Questions on the interview guide should lead to a better understanding of MOOCers ' challenges and competencies acquired. The information gathered was used to see what was required to improve a person, particularly an educator, in fulfilling their main objectives as an educator.

Table1: *Annotated Exemplars of the Participants' Significant Experience from an Online Course from MOOC*

Participants	Responses	SUBORDINATE THEMES	Researcher's Observation
M1	A remarkable experience is graduation. The outreach programs and wonderful experiences. It's fun that our outreached program was featured in an international publication.	international publication	The participant casually stated her experiences.
M2	The LAC Sessions or the weekly meetups because that is the time that you can collaborate. We do MOOC with or without the certificate, there are plenty of courses that are offered but don't have certificates from the U.S. embassy but we are taking them because of the chance to download the materials. We are after the materials because you can use them.	LAC sessions/meetups, collaboration	The participant responded merely but his eyes showed fulfilment and happiness.
M3	When my 1st MOOCers &I graduated as well as the 1st outreach that I've attended while MOOCing because I got to be a speaker as well.	graduation, outreach program, speakership	The participant responded proudly and is thankful for what he became.
M4	There's a part wherein you can mingle with the people around the world who are taking the same course, it's kind of like an online interaction only a lot bigger than we know. I enjoy interacting with different people all over the world with MOOC.	interaction with fellow MOOCers all over the world	The participant responded with pride and his satisfaction with the outcome of his experience is very evident in his voice.
M5	I got to test myself on how far I could do the time management and I've proved that cause I've already finished 3 courses with very hectic schedules. I just learned that I can also manage my time.	was able to practice time management	The participant is proud of her achievement.
M6	The most significant experience for me was the outreach programs in a way. MOOC changed my perspective in life as well.	outreach programs; change perspective	The participants felt privileged with their experiences.
M7	I will never forget the times we are having or conducting our outreach programs outside the campus, and then the graduation that we had in Batangas, and the sessions. As well as the reminders of Ms. Glen and you, Ms. Hilda, the facilitators of our MOOC camp. Those significant experiences that cannot be compensated by money or other things.	outreach programs, graduation, meetups	
M8	I had the opportunity to take it for free. Gaining knowledge, it's an international course and I've gained it for no tuition and I learned a lot. And learning from the country where English is the first language of the speakers in the module is something.	the free course, learning from experts	The participant responded with delight and felt she saved a lot while having a blast of experiences.

M9	The feeling of interacting with different people as well as educators from different countries.	interacting with the world	The participants showed excitement in meeting new people and professionals in the field.
M10	One of the most significant parts of my learning happened during the course in CBI, we were asked to take a video (just can't remember the video). That was the first time I did such a thing. We did submit it in Canvas.	doing output	

7. Results and Discussion

The participants of the study were all graduates of Education and the majority of them teach English however MOOC is open to everyone.

The testimonies of the participants describe that the majority of them were influenced by their colleagues to join MOOC. Although some of them joined because of the international certificates that they could get, they still ended up liking and loving it to the point that some of them got hooked and took it as part of their daily lives. MOOC exceeded the expectations of the participants and it helped them feel better about themselves.

7.1 Struggles and Difficulties

This endeavor would not be that exciting without the challenges. Among all those difficulties they encountered, technical problems are one of the main reasons that make their time difficult, as well as the tons of workloads they get. It turned out that most MOOCers are willing to share their knowledge and skills with others to help them out with their tasks. Those struggles, challenges, and problems led a few of them to think of quitting or getting some rest. They explained that they are not quitting but because of the situation of the world and the country, they thought to stop for a while. This COVID 19 pandemic is changing everything. Although it pushes people to be reliant on technology and maximize its use to keep lives going, most of them continue despite all those problems. They tried to find new ways to continue learning and sharing it with people.

7.2 Feelings and Emotions

The experiences they met along the way made them feel so many emotions. Aside from many negative thoughts and emotions, they felt throughout their journey, they still ended up being happy, fulfilled, and accomplished. Based on their answers, it can say that for them MOOCing is worth all the sacrifices and time they spent on it. Realizing how it changed their lives positively, they all turned out feeling thankful for having done it and to those who influenced them to join. Since most of them never thought of quitting, it proves that they were enjoying it.

7.3 Improvement and Accomplishment

As for the bright side of MOOCing, they all agreed that it was a good experience to be connected with different kinds of people especially with the professors and participants from other countries. This made their experiences rich since they gained more than they expected. Most commented that they gained self-confidence and developed personally, improved their teaching skills, methodology, professionalism, most importantly, they were able to feel blessed while helping others.

Most of them stated that it was great to be updated and upgraded by the experts themselves. Besides, being connected with other participants from all over the globe made them feel they were not alone in this battle. Knowing there was someone who was also facing the same dilemma makes them feel positive and those two people ended up exchanging ideas and most of the time found better solutions to the problems. Having people who understand each other made them feel comfortable with each other. It also helped them to release the tensions or burdens they were carrying within them. That is why they felt energized again after meeting with their fellow MOOCers because, in their meetups, they can express the way they interpreted things, understood problems, reflected on situations, most importantly, discussed untoward experiences in teaching, and found concrete solutions in the most positive approach.

7.4 Legacy or Life-long Effect

Almost all of them considered that their learnings can be seen through their students and in their observation after each course. Things changed as well as their ways of teaching and how they handle each situation in their work field. They noticed that their students also improved in terms of academic performance. The kind of satisfaction they saw from their eyes made them ecstatic. Almost all of them mentioned that their students' performance improved, they are now enthusiastic and having a lot of fun. Good thing about the changes in their students is the impact they witnessed on student behavior towards learning. M2 mentioned that he was able to turn his students into young MOOCers. When he applied the learnings, he had in MOOCing as he changed, he also noticed the improvement from that student. M3 commented that it was a one-of-a-kind experience that cannot be compensated with any amount of money. Not everyone can have that impact on his/her students. Most of the time, it is not only the content but the way teachers deliver it to them that matters a lot.

Gaining friends and connections is also one of a MOOCer's treasured experiences, not only because they can get something from them, but also there is something that made them look forward to MOOCing as well.

Sharing experiences and insights directly coming from the horse's mouth has been a productive endeavor both on the part of the researcher and participants. During interaction and sharing of information, spontaneous understanding of the situation came to light. From the deliberation of such diverse MOOC episodes within themselves in the collective sense, a useful and related theme(s) emerged. From this feat, the following themes were deduced:

7.5 Astounding Experience

The core component because an individual chose to stay active in doing any activity is mainly because they were having a lot of fun. It also added up to a person's learning when they were not frustrated to come up with something forcefully. Astounding is the word used to describe their experiences because it enhanced a person while enjoying the process. They thought so because it worked out so well for them. Given the obstacles and problems they faced, most of them took it the same lighter way.

In Lucardie 's work, she found that fun and relaxation play a role in programs for adult learning. The interviews with adult learners and their teachers showed in her research that both groups could describe the pleasure and happiness enjoyed by learners in their course, Adult Education Certificates or CGEA. (Lucardie, 2014)

7.6 Collaborators

It implies that MOOCers find it more significant to be of help to others and collaborate with different kinds of people especially those who are experts in the field. As a person, we all wanted to be accepted and it felt good to be with good people at the same time, we learn better when we are happy. It is true that "*No man is an island.*", and that when we help others, we are also helping ourselves (Pogosyan, M., 2018) While it is also true that "*It is better to give than to receive.*", and researches had proven that.

7.7 Diversified MOOCers

This third theme emerged was supported by the Identity theory. It implies that diversity is a part of teacher identity because it values and attends to the diverse experiences of all teachers. The theory of identity points to ways in which any individual develops within the flow of socio-historically defined behavior. This indicates that the individual teachers are partially a result of their lived history, current, and future trends, values, and events. Such experiences and social backgrounds lived, exchanged at once with others, and understood separately, are part of the identity of the teachers. And so, they're part of their continuing role as teachers. (Olsen, 2012)

7.8 Holistic Development

This theme was supported by the Gestalt theory that endorsed the findings, "The whole is more than the sum of its parts", its key predecessors are Kant, Descartes, or Husserl. This theory insists on using productive thinking, which consists of carrying out creative reorganizations of elements of the problems to solve them, which will help us to reach insight. This term refers to the eureka moment (a moment when something is understood or solved by a person) that happens when we suddenly realize what the answer to our problems is. So, when applied in education students must be more than just data recorders and learn to look for ways to solve their difficulties on their own. Through their ideas, they enable students to progress both academically and personally. (Sinitskaya, E. 2019)

7.9 Complete

Karnouskos, S. (2017) mentioned that the rules of the competition are redefined in the new context under the prism of globalization and that competent labor is the decisive factor. In these rapidly evolving knowledge-based economies, in particular, there is a greater dependency on expertise, information, and high rates of employee skills, which also play a key role in innovation. Initial results of his study indicate a positive contribution to innovation in modern enterprises by MOOC-related factors such as culture, knowledge, communication, technology, and cost. These results prove that MOOCs can equip teachers to retain existing knowledge and also to continually enhance it by expanding and making greater use of it. Since the secret to potential success is to give their only sustainable competitive advantage to organizations. MOOCs are an emerging phenomenon amongst the multitude of available tools to enhance employee skills. This work focuses exactly on this white-spot area i.e., the relationship of MOOC-empowered teachers' competencies and innovation. These skills are the same as what an educator can obtain from MOOCing based on the participants' responses.

7.10 Resilient

An educator's most valuable attribute has to be robust. They should never surrender in any situation and always find a way to always bounce back for a challenge is always a companion of any person and most importantly teachers because they are the heart and soul of teaching. In this society, many important tasks lie in the teacher, among them the important thing is the future. So, they have to overcome whatever can come their way and it's a good thing that MOOCers are aware of. It shows that educators who have accepted the challenge of being a MOOCer have long ago decided never to give up anything they may encounter in the future. They show how challenges have been transformed

into opportunities which are great evidence of learning. This kind of attitude is what we need today especially because the education challenge is very serious. One of the reasons they consider quitting is because of new technologies and an internet connection, and this challenge has been turned into an opportunity because they collaborate, they have learned from each other, and finally, they feel grateful and accomplished.

7.11 21st Century Teachers

This term has been coined not only because MOOC helps the teacher improve learning by using computers, but also helps teachers change their old teaching style. This change in style means that the MOOCers of today become teachers who can produce a more engaging activity.

It implies that MOOCers are turning themselves into 21st-century teachers and gradually eradicating the old-style wherein the focus is on the teacher. These skills may not be evident right away but gradually MOOCers notice these changes in their ways and habits as they continue participating in MOOC. Teacher competency skills are the determinant of effective and ineffective teachers because they say that of all influences under the control of the school teachers are the most powerful influence on student success. This implicates that if a teacher is well-equipped there is a high possibility of student learning. Like the old saying, "*we cannot give what we do not have*", so when a teacher has something more to share, it's going to be fantastic.

7.12 Life-Changing

This implies that their MOOCing experiences gave them a vast opportunity to reinvent themselves and create new methodologies that make their learners active, resilient, and soon become lifelong learners like them.

Several general benefits of MOOCs which add to its value are as follows: 1) It's Free; 2) It provides a solution to overcrowding; 3) It forces professors to improve lectures; 4) It creates a dynamic archive; 5) Courses are designed to ensure that students keep up; 6) It brings people together from all over the world; 7) It allows teachers to make the most of classroom time in blended classes; 8) It offers interesting business opportunities. (Peterson, 2020)

7.13 Lifelong Learners

The final theme that emerged is Lifelong learners and its subordinate themes apply the strategies and techniques, don't stop learning, love what you're doing, let's do MOOC, we cannot share what we do not have, the pursuit of knowledge shouldn't stop.

Lifelong learner means an individual is motivated to learn and develop because they want to be where they gladly and willingly act for it. MOOCers inspire their fellows to engage with MOOC or other activities that will often lead them to become lifelong learners. (Mathew, et al.)

Nagpal (2017), has cited some of the advantages of lifelong learning to give us more reason to continue working as one. These are the following: 1. Remain relevant.; 2. Prepare for the unexpected; 3. Boost your profile; 4. Competence leads to trust.; 5. Sparks fresh ideas which could earn you more money; 6. Change your outlook to learn and understand others deeply; 7. Pay it forward which then translates into fostering lifelong learning in other people by encouraging them to pursue further training.

8. Issues and Implications

The following are the issues and implications drawn from the findings of the study:

1. That, teachers may find MOOC a venue for the continuous and sustainable training platform where they could discover new approaches, strategies, and effective methodologies for the improvement of the teaching-learning process;

2. That, the MOOC will serve as the common milieu for teachers to meet new acquaintances, friends, noted personalities, authors, and trainers;

3. That, the new knowledge, skills, and attitude developed through time as they continuously hold with the tenets of MOOC will bring them to place in the domain of education and training;

4. That, the hunger for the latest ideas and information brought about by internalizing the ideals of MOOC will drive them more to discover new ways of thinking, teaching, and sharing thoughts for the betterment of learning school children; and

5. That, MOOC will become the hub for the complete development of a person and attitude of the ideal teacher of tomorrow.

9. Conclusion

Education in our generation is no longer dictated by a common denominator and usual ingredients that a prospective teacher or a would-be-teacher, or even experienced mentor most likely would easily draw to come up with the ideal picture of the best education. The teacher, like me, claiming to have a modicum of versatility in exhibiting effective instructional strategies are very much moved by the inflow of great interest among new batches of young teachers to teach and relate with students learning by productively utilizing in my great favor the facility and complexities of computer

technology. I believed, with much zealousness that teaching can be done with assured quality by allowing me to immerse into the ocean of emerging approaches using the blend of humanistic and technological context.

Given the whole opportunity to be part of MOOC gives me the unparalleled feeling that I can be amazing from my viewpoint as it helps me to face my fears and let my light be handed on to the next generation. In this journey, I was led to become a lion with a big heart, not afraid of being heard, nor standing up for what is right but ready to spread my wings to help anyone. The love and passion that was planted in my heart were like a roaring tiger ready to go out and face the world for a better tomorrow.

For the next generation, there is a hope of sustainability when they participate in MOOCing, as it will give them a multitude of opportunities to learn, discover, inspire and collaborate with different individuals around the globe with the aid of technological innovation. Their hopes of upgrading their skills and talent will be satisfied with a touch of new and brighter opportunities to inspire others to uplift their lives, while their students evolve and grasp the taste of success through them.

The writer, above all, comes up with this metaphor:

"*The teachers are like broomsticks. They're strong when they work together, separated and little to nothing can be achieved. Just like the broomstick, it can only fulfill its purpose when working together, a good teacher alone can't change the world but if teachers work together nothing is impossible.*"

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