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# RESEARCH ARTICLE

## E-PORTFOLIO AND MOOC FOR TEACHER TRAINING: TECHNO PEDAGOGICAL APPROACH: A THEORETICAL AND METHODOLOGICAL FRAMEWORK

**AMGARNI Houda[1*], NEJJARI Amel[1] and Khaldi Mohamed [2]**

1Didactics, Literacies, and Mediations, ENS Tétouan, Abdelmalek Essaadi University, Morocco; 2Information Technology and Modeling System, FS Tétouan, Abdelmalek Essaadi University, Morocco

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***Corresponding author:***
***AMGARNI Houda***

**ABSTRACT**

The integration of digital technologies, particularly MOOCs and e-portfolios, has transformed teacher professional development. MOOCs offer scalable learning opportunities, giving teachers access to diverse resources, while e-portfolios provide personalized spaces for reflection and tracking progress. Combining these tools in teacher training creates a flexible, learner-centered approach that enhances accessibility and effectiveness. This article explores the integration of e-portfolios and MOOCs in teacher training to foster reflective practices and personalized professional development. It presents the theoretical foundations and proposes an initial methodological approach to developing and evaluating this innovative techno-pedagogical framework. The study addresses challenges such as accessibility, scalability, and ethical considerations while discussing implications and future perspectives for the equitable and sustainable adoption of these tools in diverse educational contexts.



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# INTRODUCTION

The integration of digital technologies in education has reshaped the way teachers engage in professional development. Two prominent tools, Massive Open Online Courses (MOOCs) and e-portfolios, are increasingly recognized for their potential in teacher training. MOOCs provide open, scalable learning opportunities, offering teachers access to diverse educational resources, while e-portfolios serve as personalized digital spaces for reflection and documentation of learning achievements. Integrating MOOCs and e-portfolios in teacher training presents an innovative techno-pedagogical approach aimed at enhancing both the accessibility and effectiveness of professional development. Techno-pedagogy emphasizes the strategic use of technology to enhance teaching practices within digital learning environments. By integrating MOOCs and e-portfolios in teacher training, the process can become more flexible, interactive, and learner-centered. MOOCs facilitate access to a global knowledge network, enabling teachers to learn at their own pace. E-portfolios, in turn, encourage ongoing reflection, helping teachers track their progress and showcase their growth. This research investigates how the integration of MOOCs and e-portfolios can support teachers' professional development through a techno-pedagogical lens.

By exploring the pedagogical strategies that enable effective integration, the study aims to identify the benefits, challenges, and potential frameworks for integrating these tools in teacher training. Ultimately, this research seeks to contribute to the development of more dynamic, personalized, and accessible throughout the article models.

**Contribution:** This research will propose a framework that integrates MOOCs and e-portfolios into teacher training, aiming to enhance professional development and reflective practice. It will also offer guidelines for the effective implementation of these tools and provide insights into their role in fostering continuous teacher development. The study is expected to make three key contributions: a techno-pedagogical framework, practical guidelines for implementation, and an understanding of how these tools support ongoing professional growth.

- **A Techno Pedagogical Framework for Teacher Training**
  This research could propose a novel framework that integrates MOOCs and e-portfolios into teacher training, offering a comprehensive model for enhancing both

reflective practice and professional development in digital learning environments.

- **Practical Guidelines for Implementing Digital Tools in Teacher Training:** By examining how MOOCs and e-portfolios can be effectively used in throughout the article, the study could provide actionable guidelines for educators and institutions on designing and implementing these tools to improve teaching and learning outcomes.
- **Insights into Teacher Professional Development through Digital Platforms:** The research could contribute to understanding how MOOCs and e-portfolios support continuous professional development, enabling teachers to engage in self-directed learning, reflect on their practices, and enhance their pedagogical and technological competencies.

# LITERATURE REVIEW

### MOOCs in Teachers' Education

**Overview of MOOCs**: Since their introduction in 2008, Massive Open Online Courses (MOOCs) have gained widespread popularity as open-access learning environments, enabling learners worldwide to enhance their knowledge and skills. MOOCs have significantly influenced educational research by facilitating large-scale interventions and introducing novel research questions, methods, and techniques. With their extensive user base, MOOCs have provided researchers with unique opportunities to investigate challenges such as high dropout rates, limited learner interaction, assessment issues, and the need for greater personalization (Zhu *et al*., 2018, 2019).

The global appeal of MOOCs has surged, particularly after the COVID-19 pandemic, as they address the need for flexible, remote education (Liu *et al*., 2021). By transcending geographical and social barriers, MOOCs provide accessible, high-quality educational resources to a diverse, international audience (Hone & El Said, 2016).

**MOOCs as digital tool for teacher training:** Massive Open Online Courses (MOOCs) play a crucial role in throughout the article by offering accessible, scalable, and flexible learning opportunities. These platforms provide educators with the chance to engage in a variety of courses, ranging from pedagogical strategies to emerging educational technologies. By breaking down geographical and economic barriers, MOOCs make professional development accessible to teachers in both urban and remote areas, ensuring that learning opportunities are equitable and inclusive (Morris, 2012). The flexibility of MOOCs allows teachers to tailor their learning experience to their individual needs, focusing on areas such as classroom management, digital literacy, or inclusive education. These courses help educators stay current with the latest trends and best practices in teaching, allowing them to refine their skills and expand their knowledge. Additionally, MOOCs offer interactive learning experiences, including quizzes, forums, and peer assessments, which enhance engagement and encourage collaboration among educators. Through these various learning opportunities, MOOCs empower teachers to continuously evolve their practices, ensuring they remain responsive to the ever-changing demands of modern education. By providing diverse, high-quality content and fostering active participation, MOOCs empower educators to enhance their professional competencies, ultimately improving the learning experience for their students

### E-Portfolios in Teachers' Education

**Overview of E-Portfolios:** E-portfolios, or electronic portfolios, have undergone significant evolution since their inception in the 1990s. Initially conceived as simple collections of documents and materials, they have transitioned into sophisticated digital platforms incorporating multimedia elements, reflection, and assessment functionalities. Defined as web-based interfaces, e-portfolios enable users to collect, organize, and share evidence of achievements, experiences, and competencies in various modalities, including text, images, videos, and audio (Barrett, 2007; Meyer *et al*., 2010). These portfolios serve as both a personal learning tool and a method of assessment, enabling users to reflect on their progress and set future goals. Through their interactive nature, e-portfolios foster metacognitive skills like self-reflection, goal setting, and strategic learning. Additionally, they facilitate the documentation of learning across multiple contexts, including academic, professional, and personal development.

**E-Portfolios as for Teacher Professional Development:** E-portfolios have become an essential digital tool for Teacher Professional Development (TPD), offering a powerful platform for teachers to document, reflect, and showcase their growth over time. These portfolios allow educators to trace the evolution of their thinking and learning, providing a means to demonstrate their competencies to mentors, supervisors, and peers. Beyond simply tracking progress, e-portfolios facilitate the inclusion of digital resources directly relevant to a teacher's practice, fostering opportunities for collaboration and constructive feedback (Malita, 2009). In the context of throughout the article, e-portfolios serve as a valuable tool for documenting a preservice teacher's journey toward becoming an educator. For instance, preservice teachers may select, share, and reflect on a range of artifacts, including educational philosophies, classroom management plans, lesson plans, strategies for meeting the needs of diverse learners, and video clips of their teaching practices (Strudler & Wetzel, 2005). This reflective process, commonly known as a learning portfolio, is rooted in constructivist theories that emphasize the importance of deeply examining learning content and experiences. Such reflection fosters the development of metacognition, encouraging learners to critically engage with their own learning processes. By providing learners with substantial autonomy and promoting self-regulation, the e-portfolio turns the learning journey into a personalized path of knowledge acquisition (Hascher & Sonntagbauer, 2013). This approach expects students to take ownership of selecting, describing, analyzing, and evaluating their work, connecting it to professional standards, and interpreting their learning in meaningful ways (Strudler & Wetzel, 2005).

**Challenges of Using E-Portfolios: Issues of Reliability and Validity:** E-portfolios are increasingly recognized as integral tools in throughout the article, offering opportunities for reflective practice and professional growth; however, their effective implementation is often hindered by challenges

related to reliability and validity. Reliability issues stem from subjective assessment practices, where the absence of standardized rubrics and varying evaluator interpretations may result in inconsistent outcomes (Barrett, 2007). Validity concerns, on the other hand, question whether e-portfolios genuinely capture and measure intended competencies, as superficial engagement or poorly aligned evaluation criteria can compromise their effectiveness (Ittelson, 2005). To address these challenges, the adoption of rigorous and transparent evaluation rubrics, comprehensive training for assessors, and the alignment of e-portfolio tasks with defined learning objectives is imperative.

# METHODOLOGY

After establishing a literature review on the fundamental concepts of e-portfolios and MOOCs in teacher training, our research methodology focuses on the integration of these tools into teachers' programs and examining its impact on their professional development. The following five key steps describe the methodological steps of this techno pedagogical approach, which will be developed in future work. The first stage will involve defining teacher training in the digital era, with a focus on the transformative role of e-portfolios and MOOCs. This will provide the foundation for the study's theoretical framework, addressing challenges like scalability, access, and personalization in throughout the article, while exploring how these digital tools can enhance teacher development and inclusivity.

The second phase, we will focus on evaluating existing MOOCs and e-portfolio platforms used for teacher training. This evaluation will assess the design, content, and pedagogical models of these platforms, identifying best practices, gaps, and areas for improvement. Particular emphasis will be placed on platforms that facilitate reflective practices, collaborative learning, and competency-based development for educators. In the third phase, we will identify and select pedagogical strategies that align with the integration of MOOCs and e-portfolios in teacher training. The focus will be on approaches such as constructivist learning, self-directed learning, and peer collaboration, which support critical reflection, skill development, and professional growth within these digital environments.

The fourth phase will analyze the practical integration of MOOCs and e-portfolios in teacher professional development programs. This analysis will focus on the usability, accessibility, and adaptability of these tools across different educational contexts. It will also assess their impact on teacher engagement, pedagogical improvement, and the promotion of lifelong learning. The final stage will assess the effectiveness of integrating MOOCs and e-portfolios into teacher training programs.

This evaluation will measure their impact on teachers' professional growth, digital literacy, and reflective practices. It will also identify challenges, such as resistance to adoption, scalability, and resource limitations, and provide actionable recommendations for optimizing the implementation of these tools in teacher development. Through a methodical examination of these stages, this research seeks to offer meaningful insights into how MOOCs and e-portfolios can be integrated as powerful tools for teacher training, contributing to the evolution of digital pedagogy and fostering professional development.

**Expected results:** The expected results of this research include a deeper understanding of how MOOCs and e-portfolios can enhance teacher training, focusing on their impact on professional growth and digital proficiency. Additionally, the study aims to provide practical guidelines for effectively integrating these tools into teacher development programs, addressing challenges and maximizing their potential for inclusive, personalized learning.

- **Comprehensive Analysis of MOOCs and E-Portfolios in Teacher Training:** This research will provide an in-depth examination of how MOOCs and e-portfolios can be effectively integrated into teacher training programs. It will identify the strengths, limitations, and potential of these digital tools in enhancing teacher development, focusing on their role in promoting flexibility, accessibility, and personalized learning. The study will explore challenges such as digital divide, scalability, and engagement, offering insights into overcoming these barriers to make MOOCs and e-portfolios more impactful in throughout the article.

- **Development of a Techno Pedagogical Framework:** A key outcome will be the creation of a comprehensive techno pedagogical framework that combines pedagogy with digital tools. This framework will provide practical guidelines for integrating MOOCs and e-portfolios into teacher training, focusing on alignment with constructivist and self-directed learning principles. It will aim to ensure that these tools enhance critical thinking, collaboration, and reflective practices, offering a balanced approach to blending technology with effective teaching strategies.

- **Identification of Best Practices and Pedagogical Models:** The research will identify and analyze best practices for using MOOCs and e-portfolios in throughout the article. By evaluating existing platforms, content, and pedagogical models, the study will highlight successful approaches that foster teacher engagement, professional growth, and competence development. The findings will include practical recommendations for adapting these digital tools to diverse educational contexts, aiming to create more inclusive and effective teacher training programs.

- **Practical Recommendations for Implementation and Scalability:** Based on the findings, this study will provide actionable recommendations for educational institutions and policymakers on the effective integration of MOOCs and e-portfolios into teacher training. The focus will be on strategies to overcome resistance to digital tools, ensure scalability, and improve teacher engagement. Recommendations will also address the need for professional development in digital pedagogy, ensuring that educators are equipped with the skills and knowledge to leverage these tools for continuous professional growth and enhanced teaching effectiveness.

**Table 1. Challenges of implementing e-portfolios and MOOCs in teacher training**

| Category | Description |
|---|---|
| Technological Accessibility | Ensuring participants have access to the necessary digital infrastructure to engage with e-portfolios and MOOCs (Zhao & Watterston, 2021). |
| User Adoption and Engagement | Addressing the resistance of educators with varying technological proficiency to transition from traditional to tech-enabled methods (Bates & Sangra, 2011). |
| Ethical Considerations | Protecting participant privacy and data security within digital platforms used in e-portfolios and MOOCs (Ng *et al*., 2023). |
| Technological Evolution | The rapid pace of technological advancement may render research components outdated, requiring continuous adaptation |
| Scalability and Generalization | Overcoming challenges related to scaling and generalizing frameworks across diverse educational contexts. |
| Interdisciplinary Complexity | Bridging the gap between education, technology, and pedagogy to ensure effective integration. |

**Implications and Future Perspectives:** The integration of e-portfolios and MOOCs in teacher training through a techno pedagogical approach holds transformative potential for professional education. This research could empower educators with personalized, reflective learning tools while promoting scalability and accessibility in teacher development programs. By providing a structured framework, it bridges the gap between traditional and technology-driven pedagogies, offering practical guidelines for implementing digital platforms in diverse educational contexts. Looking ahead, future perspectives include leveraging AI and data analytics to enhance personalized learning pathways and the development of cross-cultural models to ensure global applicability. Longitudinal studies could further assess the long-term impact of these innovations on teaching practices, shaping policies and inspiring sustainable, technology-enabled approaches to throughout the article.

**Challenges and Limitations:** The integration of e-portfolios and MOOCs in teacher training presents a variety of challenges across different areas. These challenges encompass technological, ethical, and pedagogical aspects, each requiring careful consideration to ensure successful implementation. Below is a summary of these key challenges, categorized for clarity. These categories represent the primary challenges to consider when implementing e-portfolios and MOOCs in teacher training through a techno pedagogical approach.

# CONCLUSION

This work highlights the potential of e-portfolios and MOOCs in teacher training through a techno pedagogical approach. By integrating personalized learning and providing flexible, scalable professional development, these tools can significantly improve educator engagement, skills, and competencies. However, challenges such as ensuring technological accessibility, addressing ethical concerns, and scaling these approaches across diverse educational contexts need to be addressed to fully realize their potential. Overcoming these barriers will require ongoing innovation and collaboration between educational institutions, technology providers, and policymakers. Moving forward, the future research will focus on two key areas. First, it will explore strategies to make e-portfolios and MOOCs more accessible and adaptable to various educational settings. Second, it will assess the long-term impact of these technologies on teacher development, examining how they influence teaching practices, professional growth, and student outcomes. These efforts aim to contribute to the development of teacher training programs that are more dynamic, inclusive, and aligned with the needs of contemporary education.

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