

NAPLES COMMUNICATION: LANGUAGE MOOCS AND OERS: PARTNERS OR NOT? Insights from the LMOOC4Slav project

1. Outline of the presentation
2. Theoretical background - Fátima
3. LMOOC and OERs for Portuguese academic discourse within the LMOOC4Slav project – contextualization (apresentação do ano passado)
4. Description
 - 2.1. LMOOC - framework, design, and content (Fátima + Isabel)
 - 2.2. OERs - framework, design, and content (Iva)
5. Analysis of the similarities and distinctions between them, showcasing how we embrace their unique characteristics, their ability to complement each other, and the synergy they create when used together. (Fátima + todas)
 - 5.1. Both are similar in that they offer a pedagogical framework and scenarios that allow them to be used both as a whole and autonomously, in any case, flexibly.
 - 5.2. The reciprocal reuse of videos and other associated pedagogical materials between the LMOOC and the OERs illustrates this interaction.
 - 5.3. OERs complement the MOOC by delving into specific topics across diverse academic domains.
6. Presentation of the pedagogical guide that incorporates the LMOOCs and the OERs into a cohesive learning pathway for students and teachers alike: (Natalia)
 - 6.1. outlining its structure
 - 6.2. providing some comprehensive guidelines for seamless integration.
7. Final remarks

References