Reflections on LCM tutorial Experience @ICCE 2019
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Learner-centric MOOC model tutorial in ICCE 2019 was an experience of handling a small crowd (9-10 participants) with different nationalities including Philippines, Indonesia, Japan etc. *It was a learning experience to conduct a 3-hour long workshop with diverse participants in terms of nationalities, prior experience with MOOCs, interests in creating MOOCs, and learning about the learner-centric pedagogy*. Starting with our departmental video to introduce ourselves as an ET group, Sridhar Iyer further questioned the need for learner-centric pedagogy for MOOCs. This was followed by an introduction to the LCM MOOC model via the LCM website, which was presented for the first time to an international audience. Different aspects of the website including, elements, constructors, principles, workshops etc. were displayed with an overall goal of LCM model awareness in different dimensions.

This was taken over by Jayakrishnan M. who introduced the Learning Dialog, and asked the participants to come up with one reflection spot using an example video. All participants were shared their own RS, and received feedback from the instructors. *One of the teacher participants (May Marie P. Talandron-Felipe: Best Overall Paper Award) from Philippines also shared one of her own videos which incorporate in-video questions as one of the strategies to enhance engagement in their classrooms.*

This was followed by LbD session, which was conducted by Veenita Shah, where participants were explained about the structural element, research evidence for its need and its usefulness analysis. Using LbD constructor, the participants were asked to create an LbD activity (specifically MCQ) with constructive and customized feedback on their own topic of interest. ***Being a small group, effective feedback could be provided to the participants on their created LbD questions and the designed feedback on correct and incorrect responses***. This was followed by the research need of LxTs in MOOCs, and the operationalization of LxT in MOOCs.

Following this, Jayakrishnan M. talked about the LxI and its orchestration in an LCM MOOC. The participants were asked to work in pairs and come up with benefits of LxI. ***The mechanism of making the participants working in pairs to bring out the benefits of LxI worked out well in order to explain them the importance of focus question, and learning from peers***. Few of the research possibilities were discussed which can be explored by the researchers while implementing LCM model such as examining the engagement behaviour of learners using these LCM elements versus traditional MOOCs.

At the end, Sridhar Iyer summarised the tutorial by providing an overall picture of what has been achieved in this workshop, and what needs a further follow-up. Participants were asked
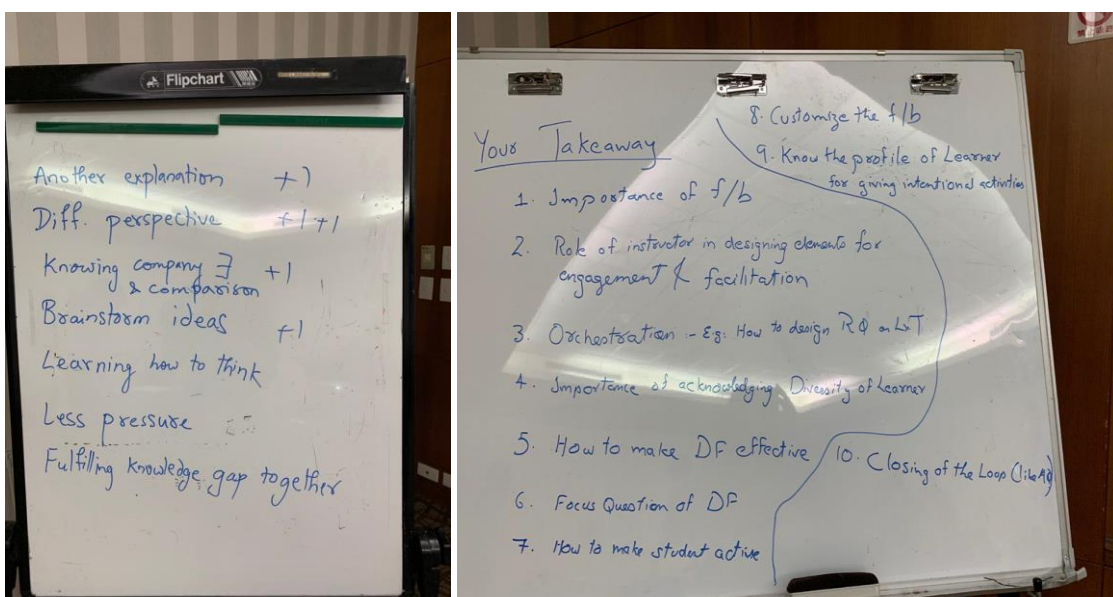
to share one take away from the LCM Tutorial. *It was encouraging to hear participants' responses which included the importance of acknowledging the diversity of learners, how to make students active, importance of giving feedback, role of instructor in designing elements for engagement and facilitation, closing the loop for various LCM elements etc.*

Sridhar Iyer closed the loop of this Tutorial session by coming back to the LCM website, which was well received by the participants as they were all observed taking note of the website address. The program commenced with a group picture of all the participants with the LCM team. All of the Tutorial team members were acknowledged with a Certificate by the organising team of ICCE 2019 in the evening of Dec 3rd 2019.