PORTFOLIO OF OPEN ON-LINE AS MOOCs FOR STRENGTHENING THE SELF REGULATED LEARNING FOR TEACHER CANDIDATES OF CHILDREN WITH SPECIAL NEEDS

Henry Praherdhiono[a], Eka Pramono Adi[b]

[ab] Educational Technology, Faculty of Education, State University of Malang
E-mail: henry.praherdhiono.fip@um.ac.id

Abstract: This study focused on the development of integrity portfolio with on-line learning system blended to construct MOOCs for teacher candidates of children with special needs , In addition to the product focus of research to obtain findings and analysis based on a review the results of implementation of the product portfolio of open online along with a secondary analysis of the literature portfolio on line. Research helpful to describe on learning outcomes teacher candidates of children with special needs. The analysis includes the storage of learning outcomes , the problem interface system , and the quality of the portfolio. Portfolio open online learning system be integrated with blended to address the weaknesses in the *Learning Management System* web based. Method development using steps 1) Analysis, 2) Evaluation Planning, 3) Pre-Planning, 4) description.
Keywords: MOOCs, Portfolio open , Teacher candidates of children with special needs

INTRODUCTION

Teacher candidates of children with special needs require special learning resources portfolio sepertii documentation. Sandeen (2013) describes the learning resource portfolio is complex because it contains the documentation of the exam, learning, life experiences and learning resources relevant to the needs of learners. In most learning system is the only ratings inspection tasks, review learning outcomes, and the collection of portfolios. Examination of prospective teachers learning outcomes by the lecturer, a competency-based assessment.

Portfolio teacher candidates of children with special needs has potential as MOOCs. Leber (2012) revealed b Several years after learning object in the courses successfully, then followed by MOOCs are also considered to be a success on two levels. The success of the first one is, as an approach to teaching and learning. MOOCs that have been used to prove petrified learner makes it easy to collect data about how learners interact with content courses. MOOCs berkontribusinya in classroom discussions and other activities, such as writing a blog post. Data show that learners contribute to the discussion, create content, and engage with their peers. Secondly, the experiment has been considered by success by many. As an example of a successful second is a different way to build courses with a scope wider and new philosophical approach to teaching program in a way that high structural and not structural causes passion and strong opinions about MOOCs in the last 2 years.

Disclosure of Pedagogy and Education
In Open Networks

Problems activities open portfolio is custom application portfolio. Applying conventional portfolio and portfolio-based assessment system open online is a method of assessment of her . Using open an on-line portfolio in the context of online can not be separated from the activities and learning experiences offline . Two main issues portfolio open on-line are:

- The portfolio is a complex educational tool that requires full integration into the course design as well as the need to be careful early . Many implementations of portfolio assessment offline conventionally incompatible. In many cases, it was found that the term "portfolio" is used as an evaluation model of existing practices, for example, when prospective teachers made a "portfolio" is only one part seperta teach or make any media has been regarded as a statement of the portfolio. Though the portfolio is a complex report.

- Portfolio assessment consists of many interrelated processes. Different focus of each process offers different opportunities to increase or even no increase via an online information system depends on the prospective teachers are not designed by the lecturer. Design criteria and heuristics that support the design of an online information system for implementing specific examples of portfolio assessment comes from the lecturer .

The purpose of using online technology in the process of portfolio assessment is open is to maximize the benefits of the course . Online portfolio-based assessment requires logic in scientific explanation for some processes. The main objective in focusing on the design criteria and the underlying concept is to identify heuristics to design an online information system that offers improvements in some or all of these processes.

Disclosure pedagogical according Czerniewicz (2016) and learning in open networks associated with different types of engagement, such as pedagogical and assessment strategies used by the teacher to facilitate

learning for learners who heterogeneous. Over time, the shift to a more learner-centered approach to teaching is seen both inside MOOC and also in *mainstream* teachers in teaching. Teach an interdisciplinary program with teacher candidates of children with special needs are diverse means that teachers have to adopt a different pedagogical approach, which seeks to be inclusive for many learners.

Many studies empirically show that MOOCs in the years 2013-2015 the difference results in many areas. Veletsianos (2016) discusses a number of gaps in the scientific understanding of MOOCs and presents a comprehensive overview of the literature by examining the geographical distribution, publication outlets, quotes, data collection and analysis methods, and empirical research studies focusing on MOOCs during the period mentioned . The results show that (a) more than 80% of the literature published by individuals in institutions in North America and Europe, and researchers particularly liked quantitative in research MOOC, methods of collecting data through surveys and automated methods via online . While some interpretive research done on MOOCs within the period mentioned in the minority study is qualitative research (eg, interviews, observation, and focus groups). Analysis shows that there is limited research reported on topics related to the instructor, and that even though researchers have sought to identify and classify learners into different groups, very little research has examined the experience of sub-populations of students.

The learning experience on teacher candidates of children with special needs can be realized because it is driven by the interests of children with special needs teacher candidates themselves. According to Zimmerman (1989) learners have the potential to develop independent learning settings. *Self-regulated learning* refers to 1) the ability of students to prepare / study on their own, 2) take the necessary steps to learn independently, 3) manage and evaluate learning and provide feedback and justification themselves independently. According to Stubbe (2008) learners can organize themselves and be able to carry out learning activities leading to the creation of knowledge, understanding and higher learning, with the proviso using processes such as monitoring, testing reflection, questioning, and self-evaluation.

Portfolio development opens electronically using the concept of learning . Portfolio open constructed and used teacher candidates of children with special needs themselves. Teacher candidates of children with special needs are given analogies to solve problems in learning. The approach chosen learning model based on the opinions Joyce (2009) for teacher candidates of children with special needs are not focused on punishment that would be obtained if it can not produce in a series of learning activities or too late to complete the task. Teacher candidates of children with special needs are given the opportunity to express themselves in the form of documents of learning outcomes. Learning management through analogies production to arranged in sequence documents form the portfolio expected to be able provide improved liveliness and creativity.

Readiness Technology Implementation In Candidate Teachers Children With Special Needs

Conditions teacher candidates of children with special needs have a high content metaphors. Teacher candidates of children with special needs are able to introduce *conceptual distance* between other learners with the object or subject matter and encourage original thinking. For example, by asking teacher candidates of children with special needs to think a web site as a learning resource books in general, so that teacher candidates of children with special needs actually is providing a structure metaphor, in which teacher candidates of children with special needs can think about something familair in a new way , Instead, the lecturer can ask prospective teachers for children with special needs to think about new topics, web content learning, the old way, by asking them to compare it with the system *Learning Management System* . Activities metaphorical then dependent on and derived from the knowledge of teacher candidates of children with special needs, helping them to connect ideas from material familiar to the ideas of the new material, or to see material familiar from a new perspective. Learning strategies that keinudian using metaphorical activity is designed to provide an arrangement from which prospective teachers with special needs can liberate themselves in developing the imagination and insight in every daily activity. Three types of analogy used as a training base of learning: personal analogy (personal analogy), direct analogy (direct analogy), and conflict solid (cornpressed conflict).

Learning Model making personal analogy requires teacher candidates of children with special needs to empathize with ideas or subjects were compared. Prospective teachers special needs children will feel that they are part of the physical elements of the problem. Itself personal analogy is the empathic engagement. Greater conceptual distance created by the loss of self or identity of a person (teacher candidates of children with special needs). This can only be done if the prospective teacher of children with special needs more creative and innovative to make the analogy.

Itself personal analogy is the empathic engagement. Analogy requires the release of personal identity themselves into a room or other objects. Greater conceptual distance created by the loss of self or identity of a person (teacher candidates of children with special needs). This can only be done if the prospective teacher of children with special needs more creative and innovative to make the analogy. Four analogy personal level of involvement in the development of a personal web site in accordance with the stages of Gordon (1957).

1. *Description of the teacher candidates of children with special needs first to facts.* Prospective teachers telling children with special needs the web site of the famous, but not a new way of looking at the object and shows no involvement empathetic.
2. *Identify Candidates for special needs children's first teachers to emotions.* Prospective teachers telling children with special needs the public's emotions, but does not present new insights that prospective teachers special needs children feel able to develop personal webs ite ".
3. *Identify empathetic towards living beings.* Prospective teachers identify children with special needs emotionally and kinesthetic subject analogy that prospective teachers provide children with special needs oak spresi during the development of video portfolio so inviting empathy teacher candidates of children with special needs.
4. *Identify empathetic to the device.* This level requires full commitment. Prospective teachers are special needs children see themselves as objects and try to explore issues: teacher candidates of children with special needs are able to feel helped with the on-device learning around either in the form of software and hardware.

The purpose of introducing levels of personal analogy is not to identify the forms of metaphorical activity, but rather to provide guidance on how good conceptual distance awakened. The wider the range, the closer teacher candidates of children with special needs were able to get a new gagasangagasan.

Learning Model is based on the concept of web-based learning also make a direct analogy is a comparison of two objects or concepts. The comparison is not necessarily identical in all respects. Its function is quite simple, namely to transposed the conditions topic or problem situations that exist in other situations to present new views on ideas or issues.

The first strategy is to do is to help teacher candidates of children with special needs to see something unusual in ways that are unfamiliar with using analogies to make the conceptual distance. Goal of this strategy is to develop a new understanding, empathizing with / on attitude, designing new driveway; solve social problems or interpersonal.

Lecturer notice and reach out to prospective teachers which the patterns of thought needs to be regulated in such sedemikiran. Similarly, they also need to push kondisikondisi psychological that may be able to build creative response to teacher candidates of children with special needs. In addition, the lecturers also have to use things that are not rational to encourage more candidates are reluctant to spoil things that are not relevant, fantasy, and other devices that are important to bring up the channels of thought. Therefore lecturer plays as important role models in this method then they must learn to accept

things that are strange and unusual. They should receive the entire response of teacher candidates of children with special needs to ensure that teacher candidates of children with special needs feel no external judgment against creative expression. The more difficult problem to solve, is increasingly important for lecturers to apply and receive analogianalogi unreasonable so that prospective teachers with special needs can develop fresh perspectives about the problems they face.

In the second strategy, lecturers should be careful on analyzes too early. They need to clarify and summarize developments pembelajarm activity and, therefore, the development of problem-solving behavior teacher candidates of children with special needs.

Support System of Portfolio Opens Online Development

MOOCs by Gallagher (2016) can create large-scale community of learners who can collaborate, interact and discuss the materials and learning activities. MOOCs often communicated several times with similar content but be different- different than from the perspective of learners.However, research communication differences learners, behavior and expectations. The difference in level pe Be learn, behaviors, expectations, recruitment, online learning experiences, make - up demographics, reasons for learning forever , and the activity of the comments may be identified.These results form the initial exploration of the differences between the learning communities MOOC some presentations that guide future analysis to identify areas of comparative interest and importance.

In essence, the teacher candidates of children with special needs still require the facilities of a competent leader in designing and applying analytical procedures. They also require, in terms of scientific issues or science, a laboratory that can build models and other tools to make the problem concrete and create practical innovations of others. However, a class requires working space an environment in which creativity can be appreciated and used. Regular study rooms may be able to provide necessities such as these, but the classes are often designed in the form of groups may be too great for learning activities. Thus, small groups need to be made.

Portfolio approach to learning the concept of web-based learning increases the creativity of individuals and groups. Portfolio approach to learning the concept of web-based learning can build a sense of community teachers antarcalon children with special needs. Prospective teachers learn about children with special needs class comrades when they responded to an idea or issue. Thoughts rated as the potential contribution of the group process. Procedures for learning the concept of web-based learning to help create a community of equality in which thinking is a single base in it. Standards were very quite as exciting as this would give prospective

teachers dukunganpada children with special needs are very shy though.

METHODS

In detail at each stage are as follows:

1) The first stage analysis: Against the learning content based learning course computer considering all aspects of learning and web-based learning evaluation. Activity analysis begins with learning content, the main steps and the main learning Learning Competency; 1) analyzes were conducted to prospective teachers towards children with special needs the ability to achieve the learning objectives. 2) Identify measures and sublangkah dilustrasikan in *Learning Task Mapping* (LTM) includes analysis steps portfolio learning approach to the concept of web-based learning in learning. Subsequent analysis of the activity is the learning content as the last part of the second phase of analysis. All the activities of the analysis is then used as *Task Objective Assessment Blueprint* (TOAB). In Model WBID, TOAB used as a tool for matching purposes and item by item assessment tasks in steps portfolio learning approach to the concept of web-based

learning is *on-line* . Statement initial goal is then reviewed and modified as needed for the development and the ultimate goal of learning. The findings of the analysis phase will be entirely implications for WBI design phase, implementation, and evaluation (Davidson: 2006)

2) Stage Two are: Planning Evaluation of *Web Based Learning* portfolio model approach to learning the concept of web-based learning. There are two types of evaluation that is formative and summative evaluation (Lee 2004). At this stage, researchers examine the Draft Model Portfolio Learning, then developed a draft formative portfolio model summative evaluation plan Learning and Learning portfolio model. The draft evaluation includes initial conditions. conditions prototype models and revised prototype model of WBI. The evaluation will be photographing everything and after the design phase, implementation of activities in the Learning Model Portfolio, which will be interlocked Design Model Portfolio of Online Learning is regarded as a field trial. Due to time constraints the implementation of the activities of a summative abolished

Methods Of Implementation
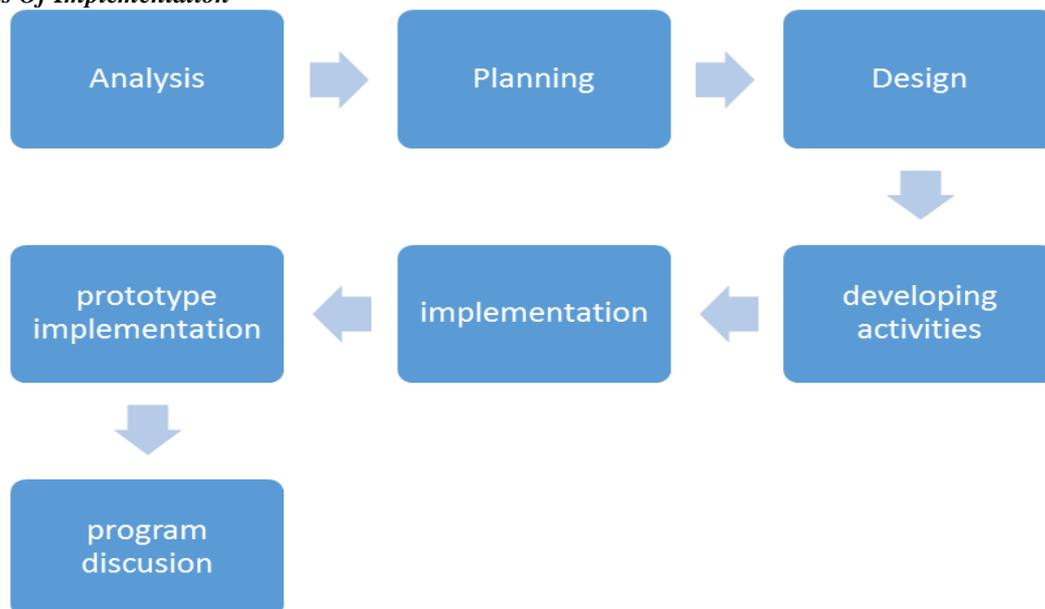
3) The third stage includes the design of WBI Initial planning and design tasks, design is initiated from the first stage is the analysis of activities. The analysis has been conducted and evaluation plans have been formulated, then design a model of learning *on-line* and then developed based on the phases of learning development. Design and development tasks can be completed at the same time, a process known as concurrent design. At this stage Models of learning by learning to design portfolios. The

design starts from identifying the design, writing goals, and determine the learning strategies and motivation. The development process then moves from design planning model into the design of the prototype model of learning portfolios that are essentially to refine the results of a preliminary draft. Specifically referred to the development phase.

4) The fourth stage *preplanning* activities, which include identifying design tasks, identify personnel, and create a timeline for the design

and development procedures. Timeline explore different types of assessment strategies and how

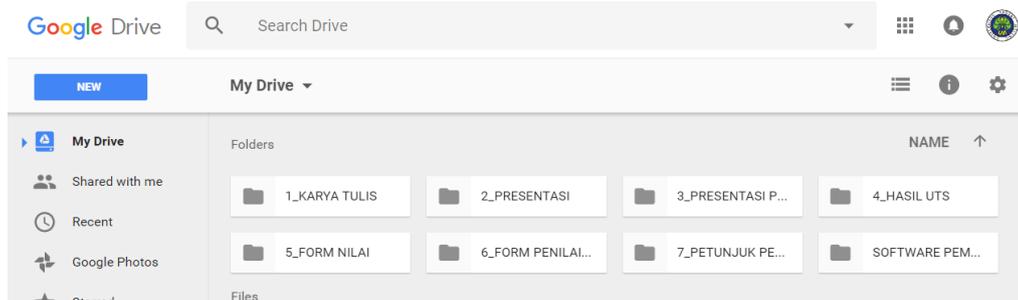to improve based TOAB with goals and assessment items.

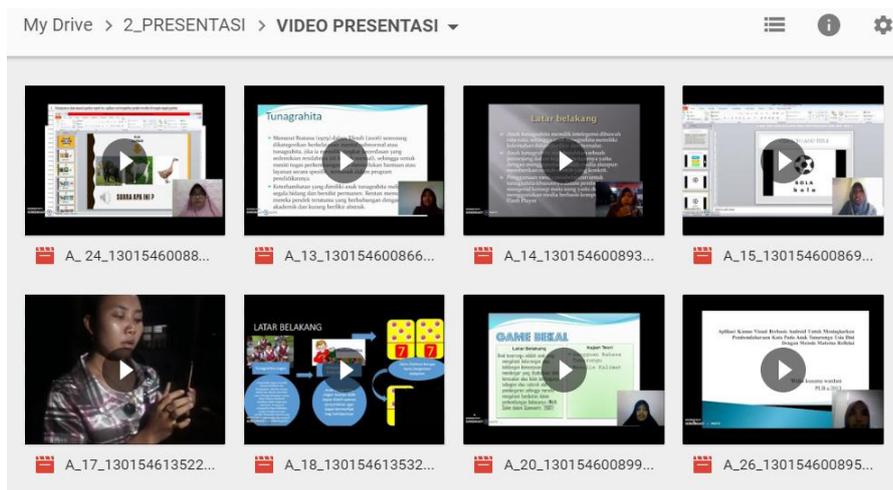**Figure 1. Results of the open design portfolio online through the drive**

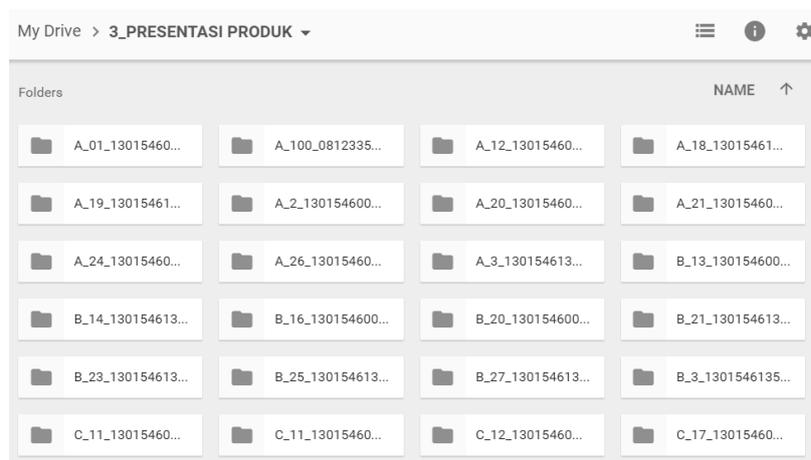**Figure 2. The results of video-based presentation tasks prospective teachers**

Figure 3. Portfolio open prospective teachers are organized as MOOCs

Portfolio open online tend to increase the significance of access to learning by teacher candidates of children with special needs because:
- Gain a portfolio of more intrinsic mode ratings than
  the ratings traditional. Assessor of yourself, other teachers and lecturers candidates

- Recent changes in the environment of learning is given the implications of the increase in the learning activities are supported by evidence of a portfolio of open online.

Open online portfolio as MOOCs require a detailed understanding of how these factors learn direct and contextual , distribution form assessment , which, in turn, requires an understanding of the position

of teacher candidates of children with special needs . For example, the important issue is the opportunity to automate the process of managing learning , which can improve learning outcomes prospective teachers . From this perspective, as the problems that arise in qualitative must be addressed before focusing on technical decisions about hardware, software, data structures and database management systems necessary to implement the portfolio assessment is open online.

CONCLUSION

Development of *Self-Regulated Learning* with an open portfolio online through learning approach web-based learning concept for equalization liveliness and creativity of teacher candidates of children with special needs in detail can be described as follows:

1) Individual and group portfolio with a learning approach to the concept of web-based learning on-line can improve the capacity of problem-solving, expression, creative empathy and insight for teacher candidates of children with special needs. By bringing awareness to the creative process and by developing explicit assistance towards creativity, teacher candidates of children with special needs can directly increase the creative capacities individually or in groups.

2) Candidates for children with special needs teacher is able to describe the creativity in the form of development procedures are standard and arranged neatly in a portfolio format with learning approach based on the concept of web-based learning, so that teacher candidates of children with special needs are able to use that understanding to improve creativity. The creative process can be described, and this portfolio can train teacher candidates of children with special needs to directly improve their creativity. With sinaktik approach the concept of web-based learning, creativity no longer considered a mysterious capacity, intrinsic, and personal. Conversely, individuals understand the basis of the creative process, they can learn to use that understanding to promote creativity as they live and work, independently or as members of a community / group. Model sinaktik consciously make prospective teachers able to describe children with special needs such creativity by performing procedures training.

Teacher candidates of children with special needs have the innovation and capable of sharing the innovations developed. So that teacher candidates of children with special needs succeed in solving the problem as a personal experience and can share innovative problem solving by groups of teacher candidates of children with special needs. Invention or innovation that is considered to be equally creative in the field sernua-art, science, Teknik- and is characterized by the same intellectual

process. The idea of the researcher may be different to the common belief. According to common belief, creativity is limited to art. In engineering and science, creativity is only referred to by the invention or innovation.

DISCUSION

Some of the results of the implementation approach learning model the concept of web-based learning in the form of an open online portfolio according joyce (2009) opinion, namely:

1) Creative. The first strategy approach learning model can be directly applied to the portfolio of creative, not only because this strategy to stimulate the use of analogies, but because he also helped form the future teachers of children with special needs to develop devices that they can use to do tasks in expressive .

2) Exploring Problems of learning. The first strategy provides an alternative in exploring issues of learning, especially issues that can be searched standards and solutions. Metaphor creates distance, so going on a confrontation of knowledge between teacher candidates of children with special needs who are not membayakan on learners. Personal analogy important stage in developing insights.

3) Solve Problems. The second strategy objectives and conceptualizing the problem is solved with a new way to propose approaches to new dala m personal life as well as in the classroom. Many of the problems that can be made the object of solving this problem. Social relations in the classroom, peace in conflict, how to cope with anxiety, how to feel better,

4) Creating a Design or Product Portfolio through approach to learning with web-based learning concept. Product is something that can be touched *(tangible),* such as painting, building, or a bookcase, while the design is a plan *(a plan),* such as the idea of a party or new ways in the development portfolio

5) Expanding Perspectives teacher candidates of children with special needs On A Concept. Abstract notions such as culture and prejudices to internalize. Portfolio approach to learning the concept of web-based learning is a great way to make the idea become familiar notion of the "foreign" and vice versa .

Portfolio function effectively, particularly at the prospective teachers are experienced to retreat late in the activities pembelajarankarena afraid to take any risks. Instead, prospective teachers who excel only feel comfortable when responding they believe is right are often reluctant to participate.

REFERENCE

Czerniewicz, L., Glover, M., Deacon, A. and Walji, S., 2016, May. MOOCs, openness and changing

educator practices: an Activity Theory case study. Proceedings of the 10th International Conference on Networked Learning 2016.

Davidson. Geyle. and   Karen. Rasmussen. 2006. *Web-Based Learning Design, Implementation and Evaluation* . Pearson Education Ltd. New Jersey

Gallagher, S.E. and Wallace, C., 2016. A Far Cry from School History: Massive Online Open Courses as a Generative Source for Historical Research. *The International Review of Research in Open and Distributed Learning*, *17*(5).

Gordon, WJJ, Bruner, J. 1957. *Motivating the creative process* , Paper delivered at the Second arden House Conference on the Creative Process

Leber, J., (2013). In the Developing World, MOOCs Start to Get Real, MIT Technology Review, Retrieved March 22, 2013 from http:// www. technologyreview.com/news/512256/in-thedeveloping-world-moocs-start-to-get-real/

Lee. William   W.   and   Diana   L.   Owens. 2004. *Multimedia-Based Instructional Design* . The second edition. Peffieer.San Francisco

Joyce.B, Weil.M .2009. Models of Teaching. Eight edition. Pearson Education, Inc. as Allyn & Bacon, New Jersey

Sandeen, C., 2013. Integrating MOOCs into traditional higher education: The emerging "MOOC 3.0" era. *Change: The Magazine of higher learning* , *45*(6), pp.34-39.

Stubbé, H.E. and Theunissen, N.C., 2008, January. Self-directed adult learning in a ubiquitous learning environment: A meta-review. In *Proceedings of the First Workshop on Technology Support for Self-Organized Learners* (pp. 5-28).

Veletsianos, G., Reich, J. and Pasquini, L.A., 2016. The Life Between Big Data Log Events: Learners' Strategies to Overcome Challenges in MOOCs. *AERA Open*, *2*(3), p. 2332858416657002.

Zimmerman, BJ & Schunk, D. H .1989. *Self-regulated learning and academic achievement: Theory, research and practice.* New York: Springer-Verlag.