

A pathway towards enhancing quality of MOOC: Perspective of students



Presenters

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Background

Why know the learner perspective?

Research Objectives



Assess the reach of MOOCs in terms of openness and degree of freedom exercised by learners.

Comprehend the expectation of beneficiaries in terms of course content, assessment, communication, collaboration and certification.

Evaluate the points to be considered to make quality open access educational content.

Methodology

- Survey based study
- Population constitutes of students who have completed or are currently enrolled in online courses offered in India.
- Course developers contacted to share the questionnaire designed by researchers with their course participants.

Procedures

The researchers contacted the online course developers who offered their courses on OE4BW platform and also SWAYAM platform. After receiving their consent for participating in the course, they were mailed the questionnaire consisting of open and closed ended questions to further share with their students.

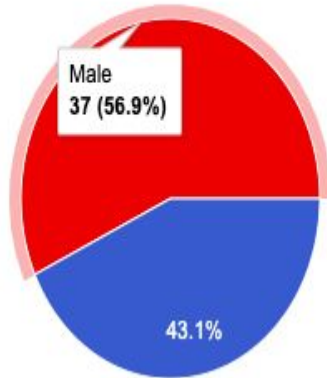
Questionnaire and data collection

For the current study, the researchers developed open and closed ended questions to get information about student's experiences related to course openness, massiveness, degree of communication, collaboration, certification, social inclusion, quality assurance, assessment strategies. The questionnaire was developed using google form and the link was shared with participants.

Participants profile

Gender

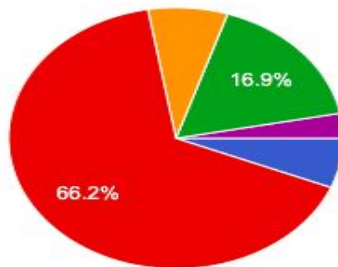
65 responses



- Female
- Male
- Prefer not to say

Age group

65 responses



- Below 20
- 20 - 29
- 30 - 39
- 40 - 49
- 50 and above

- Vocational training or Diploma
- Bachelor degree or equivalent
- Masters degree or equivalent
- M.Phil or equivalent
- PhD. or equivalent
- Pursuing Bachelors
- Pursuing Masters
- Pursuing Ph.D
- Working professionals in continuing education
- B. Ed.
- B tech
- B.ed
- Bachelor of Education

- Top level management
- Middle management
- Head of an educational institution
- Faculty
- Not working
- Student

Focus 1 – Assess MOOCs in terms of access, openness, degree of freedom exercised by learners.

About the Course

Source of information about the course

- 66% received information about course from their institution

Platform on which the course was offered

- More than 75% courses used the following platforms: Openlearn, Moodle, Mookit, NPTEL, SWAYAM, CANVAS

Language in which offered & in which needed (gap)

- 98% courses were offered in English , 1 course was offered in Hindi. 3% suggested for adopting other languages for offering courses like Hindi, Marathi or Telugu. Majority were comfortable in English.

Access to platform

- The platform was considered easy to access by majority of the students except approximately 4% who faced difficulty in viewing/ downloading the course content, submitting assignments and participating in discussion forum. The difficulties shared by participants were mostly technical problems, internet issues, lack of communication with instructor.

Focus 1: Degree of freedom to use the course content.

Freedom to download the course content (73.8%)

Freedom to access the course after the end of course (54.84%)

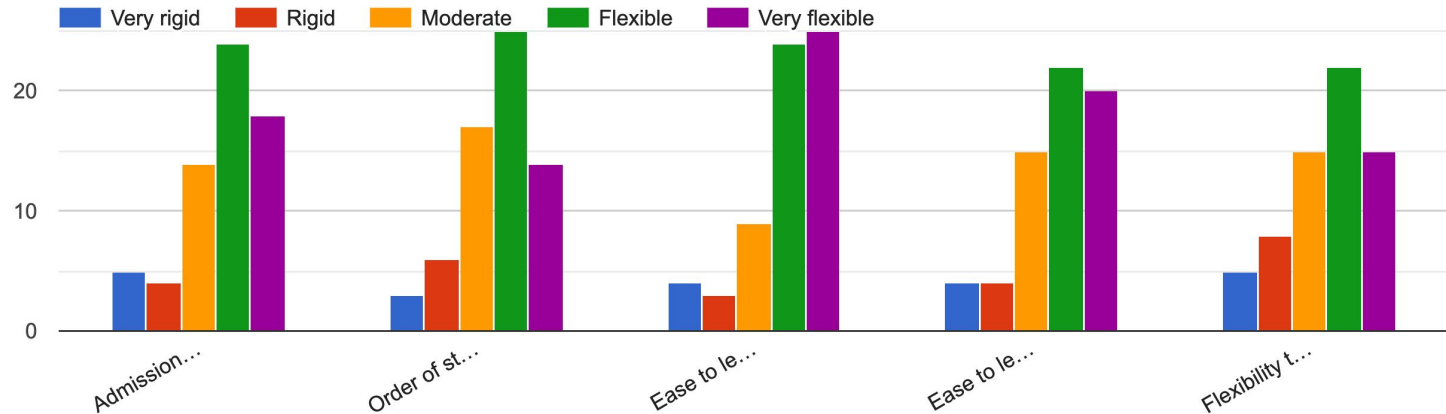
Lack of freedom to complete the course beyond time - 33.84%.

Lack of freedom to submit the assignments beyond time - 27.7%



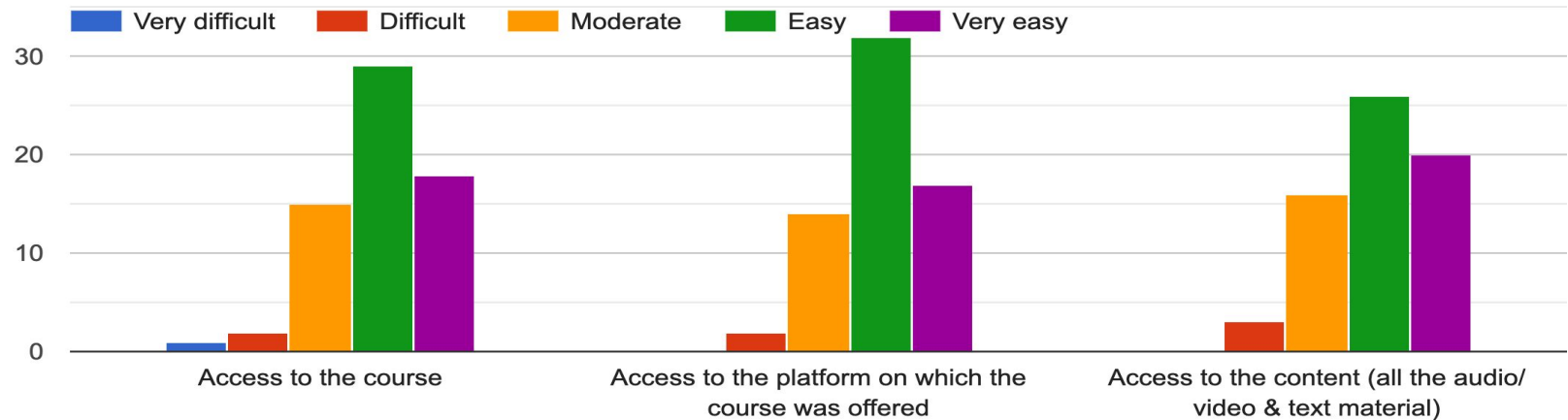
Degree of openness in terms enrolling and learning

Rate each of these items to show the Degree of openness in terms of time, money and effort, provided in each of the aspect with regard to the course you have taken through MOOCs



Degree of Digital Openness

Rate each of these items to show the Degree of digital openness, familiarity and ease of access provided in each of the aspect with regard to the course you have taken through MOOCs



Focus 2 - Comprehend the expectation of beneficiaries in terms of course content, assessment, communication, collaboration and certification.

- **Category**

46.2% (36/65) participants took up courses belonging to higher education category, 26/65 (40%) took up courses related to CPD (career professional development), 14/65 (21.5%) related to skill development and 18.5% (12/65) related to lifelong learning.

- **Level wanted - level opted for**

44.6 % (29/65) participants were looking for intermediate level courses, 38.5% (25/65) for advanced level and 36.9% (24/65) participants were looking for basic beginner level courses.

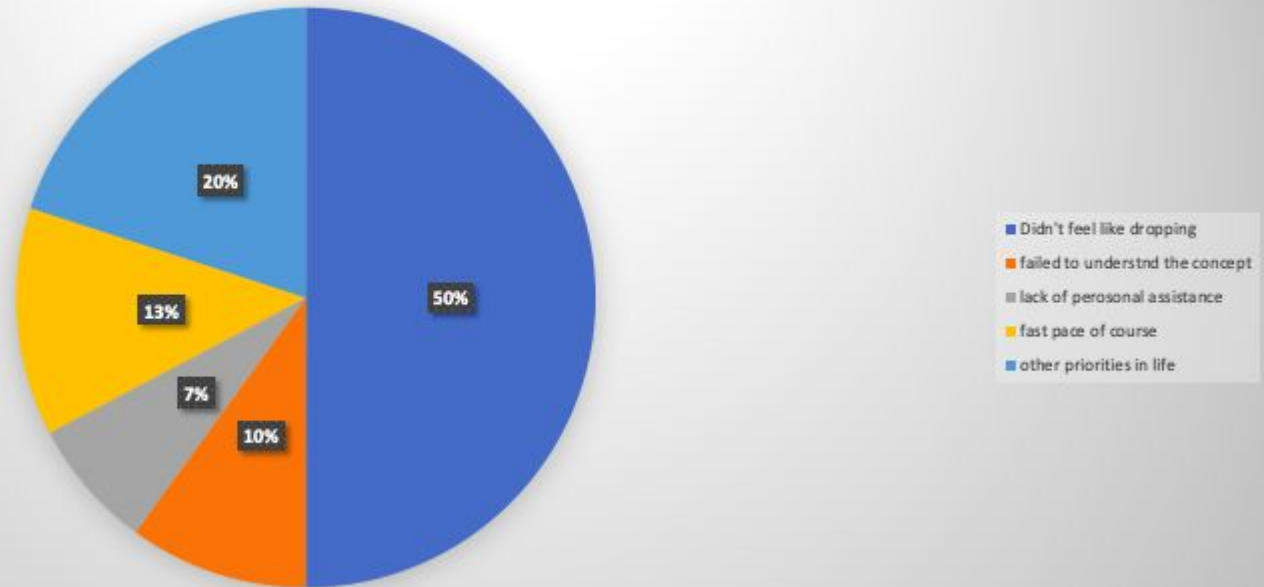
57.4% (35/65) participants took up courses belonging to intermediate level, 32.8% (20/65) basic level and 21.3% (12/65) took up courses belonging to advanced level.

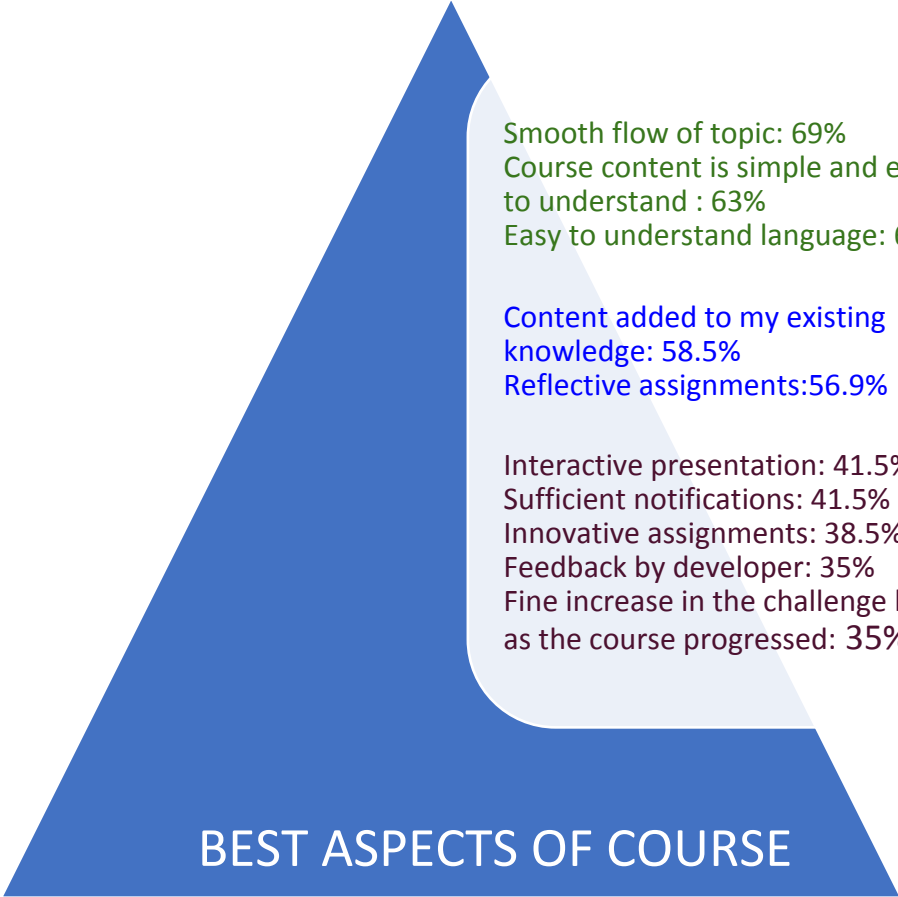
- **Certification**

96% considers certification an essential for several reasons such as : certificate provides motivation, documentary proof required for academic and professional progression and can be added as an additional skill set in resume.

Reasons for dropout/completion of the course

Reasons for dropping out





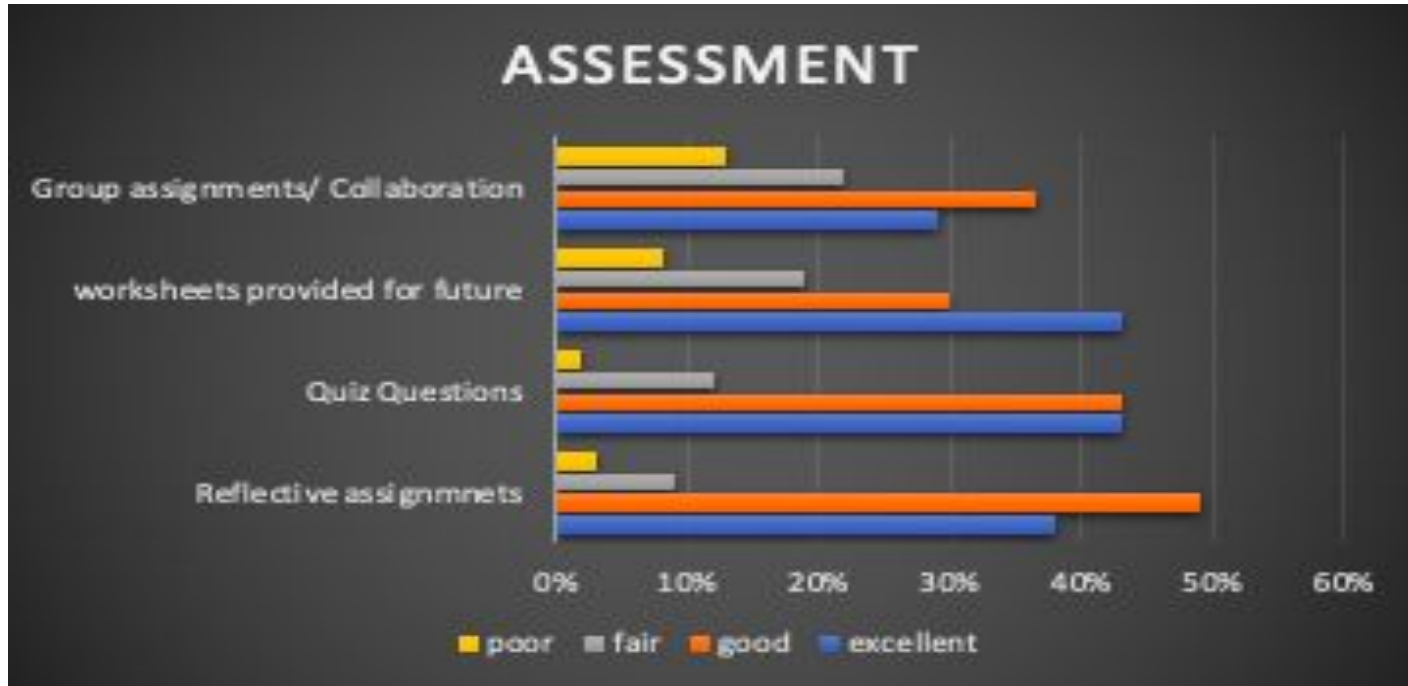
Smooth flow of topic: 69%
Course content is simple and easy
to understand : 63%
Easy to understand language: 63%

Content added to my existing
knowledge: 58.5%
Reflective assignments: 56.9%

Interactive presentation: 41.5%
Sufficient notifications: 41.5%
Innovative assignments: 38.5%
Feedback by developer: 35%
Fine increase in the challenge level
as the course progressed: 35%

BEST ASPECTS OF COURSE

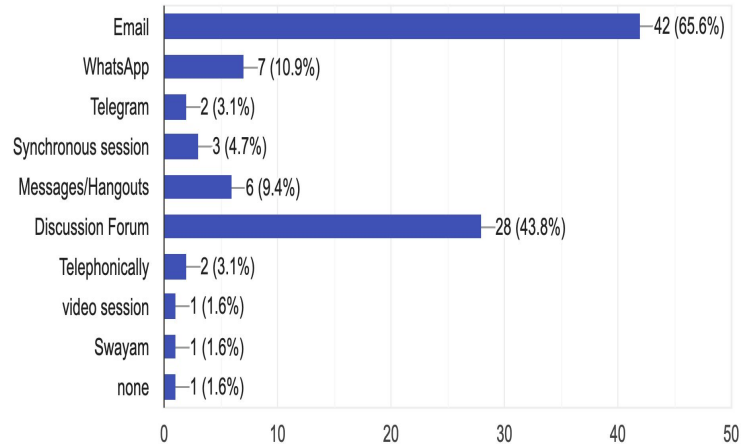
Assessment



Communication

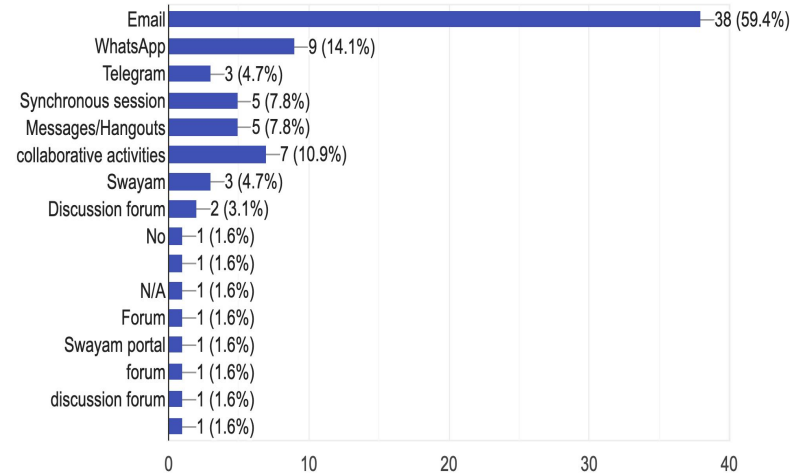
The communication channel with the instructors was open through

64 responses

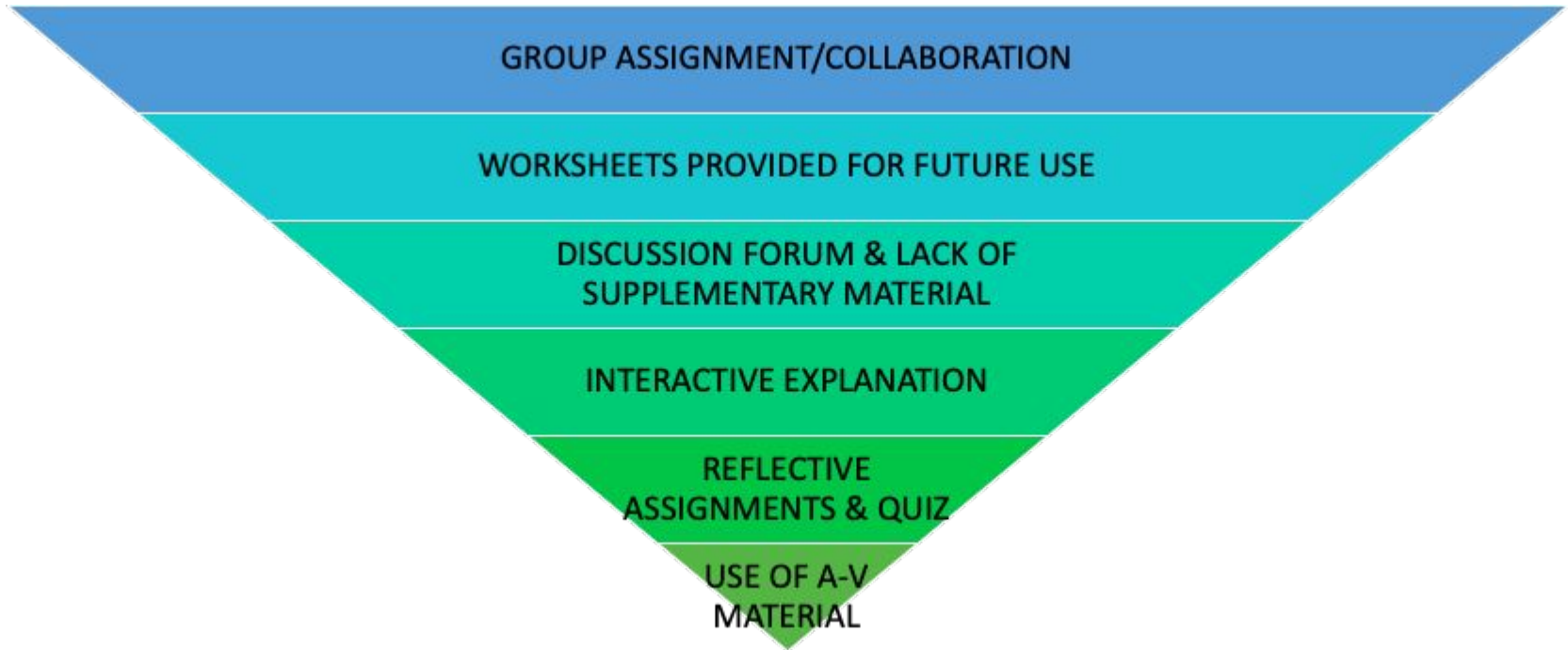


The communication channel among the learners was open through

64 responses



ENJOYABILITY IN INVERSE ORDER



Focus 3 - Evaluate the points to be considered to make quality open access educational content.

Conclusions:

- Channels of communication: The most used channel of communication in the courses are email and discussion forum. A need to build strong connections with learners is realised through the study by adopting communication channels to directly address the concerns of students, address their issues like synchronous sessions. It also addresses the problem of lack of personal assistance and support during the course. Ensuring active participation of learners on discussion forum
- Collaboration: Collaboration in the form of group assignments needs the attention of developers as the learners have shown that collaborative activities were least enjoyable. Therefore, the results show that there is a need to improve the planning, designing and execution of collaborative activities and assignments to make them more enjoyable and smooth. Better communication and collaboration will help in building a learner centric MOOC.

Conclusions:

- Flexibility: The most often cited difficulty is related to rigid time limit for submission of assignments and rigid time of closing the course. The fixed schedule to submit the assignments and closure of course is one of the reasons cited by learners for dropping out so there is a need to add a feature of time flexibility in the course to retain the learners in the course and also to meet their learning needs in terms of flexibility.
- Certification: Learners assume certification is essential for several reasons such as : certificate provides motivation, documentary proof required for academic and professional progression and can be added as an additional skill set in a resume.
- Assessment: The reflective assignments and quiz are most preferred by learners while worksheets for future use and group assignments need improvement.

