AN EXPLORATORY STUDY ON MOOCs IN HIGHER EDUCATION

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ABSTRACT

The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by all United Nations Member States in 2015 as a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity by 2030. The fourth sustainable goal set by the United Nations is the access to quality education. It is here where our study titled "MOOCs in Higher Education" gains its importance The present study is based on both primary and secondary data. For the purpose of the study, the primary data was collected using various journals, bulletins, magazines and questionnaire method. The secondary data are from journals, books, internet, records, etc.. MOOCs can be seen as a form of open education offered for free through online platforms. The (initial) philosophy of MOOCs is to open up quality higher education to a wider audience. As such, MOOCs are an important tool to achieve goal 4 of the 2030 Agenda for Sustainable Development. With the availability of affordable technologies, MOOCs increase access to extraordinary number of courses offered by world- renowned institutions and teachers.

1.INTRODUCTION

The World Wide Web has become an essential part of every human's daily routine. The internet has various uses depending on its users. For students and working professionals, the internet offers a new platform to conduct their studies and expand their vision in the form of Massive Online Open Courses or popularly known as MOOC courses. There are plenty of platforms that provide the students with a wide variety of courses the most popular ones being Coursera, edX, FutureLearn, Udacity and the India governments' initiative SWAYAM platform of which many are controlled and maintained by recognized universities. MOOC courses make sure the delivery of quality education to the students

2. REVIEW OF LITERATURE

Israel, (2019), studied the effectiveness of integrating MOOC's in traditional class rooms for undergraduate students. This paper further discuss about the preliminary findings related to the impact of MOOC's on learning outcomes of students. The findings of the study stated that there is a significant change in the learning pattern and outcomes of students through the usage of MOOC's.

Yuan & Powell, (2018), This report sets out help decision makers in higher educational institutions gain a better understanding of the phenomena of massive online open course MOOCS) and trends towards greater openness in higher education and to think about the implications for their institutions. Secondary data is

used for data analysis. This paper gives suggestion that MOOCS promise to open up higher education by providing accessible flexible, affordable and fast-track completion of universities courses for free or at a low cost for learners who are interested in learning

Sinclair & Kalvala, (2016), in their research paper titled "Student engagement in massive open online courses" undertakes to study the behavioral and engagement pattern of students in online learning platforms. The paper also discusses the existing limitations of MOOC courses and states that instead of giving video presentations, we must adopt forums, which increases the participation of students through different activities like discussions and debates.

Evans, Baker, & Dee, (2016), in their article titled "Persistence patterns in massive open online courses (MOOCs)", examines critical patterns of enrollment, engagement, persistence and completion among students in online higher education. Primary data is used for the analysis. The findings of the article suggest rigorous course design changes that are likely to increase engagement, persistence, and completion which is of outmost importance in new educational setting in higher education

Leblanc & Jacoby, (2015), in their journal article titled "Strange Bedfellows: How to Think about Innovation in a World of Regulation" studies how the new players in education, the Massive Online Open Courses have disrupted the way in which universities conduct their business. Their article states that universities can earn income from activities like course fee, selling information about students to employers and other interested parties and also payment for assessment and certification.

3. STATEMENT OF THE PROBLEME

The emergence of internet and allied technologies has greatly contributed towards revolutionizing the system of education through MOOC courses. The study raises the following questions regarding the different elements of Massive Online Open Courses that attract the users and the advantages and disadvantages of such courses to the end users. The study also focuses on the perceptions of users towards Massive Online Open courses

4. OBJECTIVE OF THE STUDY

The objectives of conducting the study are as follows.

1. To identify the level of awareness of online courses among the users

2. To identify the satisfaction level of users

5. METHODOLOGY OF THE STUDY

The present study is based on both primary and secondary data. For the purpose of the study, the primary

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data was collected using various journals, bulletins, magazines and questionnaire method. The secondary data are from journals, books, internet, records, etc

6. ANALYSIS AND DISSCUSSION

6.1 Descriptive analysis

6.1.1 : Awareness Level on MOOC

Table 6.1.1: Awareness Level on MOOC

Awareness Level	Yes	Percentage	No	Percentage	Total
Different MOOC platforms	36	60	24	40	60
Different courses	43	71.67	17	28.33	60
Information from college on MOOC	41	68.33	19	31.67	60
Facilities from college	45	75	15	25	60
Learning process	46	76.67	14	23.33	60

Source: Primary data

Figure 6.1.1

From the above table, we can see that 60 % of the respondents are aware about the different MOOC platforms while 40% are not aware about it. Further, we can see that 71.67% respondents know the different varieties of courses provided by MOOC platforms whereas 28.33% respondents are not aware about it. 68.33% respondents came to know about MOOC from the information provided to them by the college and the rest 31.67% respondents gained their knowledge about MOOC from other sources. 75% of the respondents are aware about thedifferent facilities provided by the college to promote online learning while, 25% respondents are not aware about such facilities. Of the 60 respondents, 76.67% respondents are aware about the learning process through MOOC and the rest 23.33% are not sure about the learning process.

6.2 TESTING OF HYPOTHESES

Hypothesis refers to a supposition or proposed explanation made on the basis of limited evidence as a starting point for further investigation. The study measures the level of awareness,

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satisfaction level and problems related to MOOC courses. The testing considers the level of awareness, satisfaction level and problems related to MOOC courses with gender and age. In order to test this One Way Anova, Independent Sample T- Test and Chi-Square test are used.

TESTING OF HYPOTHESIS BASED ON THE SATISFACTION LEVEL OF MOOCUSERS WITH DEMOGRAPHIC FACTORS

6.2.1 (Independent Sample T- Test)

H0: There is no significant difference between male and female with regard to satisfaction level on MOOC.

H1: There is significant difference between male and female with regard to satisfaction level on MOOC.

Table 6.2.1 Relationship between satisfaction level of MOOC and Gender

Test used: Independent Sample T-Test					
Variable Name (Gender)	**Size**	**Mean**	**Standard Deviation**	**t-value**	**p-value**
Male	54	25.7222	3.71847	-0.986	0.328
Female	6	27.3333	4.54606		

Source: Computed

Since p value is more than 0.05, null hypothesis is accepted at 5% level of significance. Therefore, there is no significant difference between male and female with regards to satisfaction level on MOOC.

6.2.2 (One Way Anova)

H0: There is no significant difference among varied age group with regard to satisfaction level on MOOC.

H1: There is significant difference among varied age group with regard to satisfaction level on MOOC.

Table 6.2.3 Relationship between satisfaction level on MOOC and Age

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Test used: One Way Anova					
	Sum of Squares	**df**	**Mean Square**	**f-value**	**p-value**
Between groups	20.066	1	20.066	1.402	0.241
Within groups	830.117	58	14.312		
Total	850.183	59			

Source: Computed

The above table clearly explains that the p- value is 0.241 which is greater than 0.05, thus the null hypothesis is accepted at 5% level of significance and hence it can be concluded that there isno significant difference among varied age group with regard to satisfaction level of MOOC

7. FINDINGS

a) Demographics

- The major demographic findings indicate that the respondents were almost equally divided based on their gender,

- The majority of the respondents were young under graduate students.

- Almost 90% of the respondents are in the age group of 18 – 25.

b) Awareness Level

- 60% of the respondent are aware about the different MOOC platforms.

- 75.5% of the respondents know the different courses available in MOOC platforms.

- The 41 respondents securing 68% came to know about MOOC from the information provided to them by the college.

  75% of the respondents are aware about the different facilities provided by the college to promote online learning.

- Of the 60 respondents, about 76.6% respondents are aware about the learning process through MOOC and the rest 23.3% are not sure about the learning process.

c) Satisfaction Level

- The study has revealed that convenience is the factor that has the highest mean of 4.15 followed by 'Course Varieties'

d) Problems related with MOOCs

- The study points out that almost more than half of the respondents reported that they **have faced network connectivity issues and 73.3% respondents stated that MOOC's**are expensive.

8. CONCLUSION

MOOCs can be seen as a form of open education offered for free through online platforms. The (initial) philosophy of MOOCs is to open up quality higher education to a wider audience. As such, MOOCs are an important tool to achieve goal 4 of the 2030 Agenda for Sustainable Development. With the availability of affordable technologies, MOOCs increase access to extraordinarynumber of courses offered by world- renowned institutions and teachers.

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