



A STUDY ON PERCEPTION AND EXPERIENCE OF MOOCs AMONG COLLEGE STUDENTS WITH SPECIAL REFERENCE TO COIMBATORE CITY

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Abstract: This study has been undertaken to know the experience and perception of MOOCs among students. A MOOC, which is an abbreviation of massive open online course, offers free education in an online environment, with no limit on class size. MOOCs are a recent and widely researched development in distance education which was first introduced in 2006-2007 and emerged as a popular mode of learning in 2012. Early MOOCs often emphasized open-access features such as open licensing of content, structure and learning goals, to promote the reuse and remixing of resources. MOOC provide students with the opportunity to learn from the finest educational institutes, tutors and through varied technological medium laptops, smartphones, tablet, computers. Constantly improve the scope and avenue of education through participation of prominent educators and crowd sourcing. MOOCs aim to facilitate vocational and professional training so as to improve the prospects of job and employment and to achieve the global interactive and open participation of students via the internet and other medium of technologies. Interaction and communication in MOOCs will provide knowledge and personal learning network to students from the mode and connections in the digital environment. A MOOC is an online course with the option of free and open registration a publicly shared curriculum and open ended outcomes. MOOCs build on the engagement of learners who self-organize their participation according to learning goals, prior knowledge and skills, and common interests. Majority of the students holds a positive perception about online learning than the traditional learning which is more attractive. We often pay for traditional e-learning. MOOCs tend to be similar to a typical university term. E-Learning can theoretically be a one off, although many certainly do have education over times so that learning builds and is re-enforced.

Key words – MOOCs, E-learning, Communication, Internet

INTRODUCTION

A MOOC is a massive open online course made available through the internet without charge to a very large number of people “Anyone who decides to take an online course simply logs on to the website and signs up.”

MOOCs are one of the most prominent trends in higher education in recent years. There are millions of registered users of MOOCs offered hundreds of courses around the world. The term first appeared in 2008 by Stephens Downs and George Siemens and based on "Connectivist" distributed peer learning model and emerged as a popular mode of learning in 2012. MOOCs exploded around the world, the number of it still extends each day increasingly. MOOCs are a relatively new development in education via web, a trend towards affordable education, in a collaborative, connected space, with traditional educational materials, like lecture slides and videos, supplemented with interactive elements. A MOOC is an online course with the option of free and open registration a publicly shared curriculum and open ended outcomes.

STATEMENT OF THE PROBLEM

MOOCs are one of the most prominent trends in in higher education recent years. In fact online education is a unique learning experience that students have the control of how they study the course. Some critics consider MOOCs to be suitable only for high achieving students. More than that a typical MOOC often motivate students to interact in video quizzes. So it is needed to study on MOOCs its relationship, prediction and its services between students perception.

OBJECTIVES

- To know the awareness level of the MOOCs
- To identify the perception level of students use MOOCs study.
- To study the factors influence the MOOCs learning
- To study the satisfaction towards the MOOCs.

RESEARCH METHODOLOGY

Research methodology is a way to systematically solve the research problems.

Primary data- It is collected through questionnaire

Secondary data- Collected from journals, magazines and websites

TOOLS USED IN THE STUDY

- Simple percentage analysis
- Likert scale analysis
- Ranking analysis
- Chi square test

LIMITATIONS OF THE STUDY

- This study confines only in the Coimbatore zone and is limited to certain college students and hence the results may not be time comparison for others geographical areas.
- This study examines only the satisfaction level of college students and not wholly to the MOOCs users.

REVIEW OF LITERATURE

Manoj Shakya, Sushil Shretha and Rajesh Manandhar (2016), "Awareness of MOOC among College Students: A Study Of Far Western Region of Nepal", they mentioned that MOOC has been portrayed as an alternative path to access higher education in many developed countries. In case of developing countries like Nepal, MOOCs will be very helpful tool. MOOC is the online discussion forum to create the active interaction platform for effective knowledge haring. MOOCs having the theme and digital learning for the study development found that Nepal being a least developed country will fact lot of problems in implementing MOOC for higher education but students seem to be very enthusiastic in enrolling. The study was concluded that in Nepal, the way of online teaching and learning still is dominated by face-to-face teaching.

B. Naresh and Dr. D. Bhanu Sree Reddy (2015), in their study of "An exploratory study on learners perception towards E-Learning" the authors specified that e-learning provides a base for strong research, path of communication, mobility and personalized learning. The study was proved that e-learning acts as catalyst for education industry to fulfill their educational needs of the users and providers. The study was found that e-learning is the evidence of growth and success of the information system, it has both positive and negative impact varying based on learner's age and gender. The conclusion of the study was online learning is suitable for self-motivated learners, "More experience give more satisfaction with the online learning"

HISTORY OF MOOCs

The term MOOC was coined to refer to a course developed by Stephen Downes and George Siemens entitled Connectivism and Connectivity Knowledge in 2008. Their intention was to exploit the possibility for interactions between wide varieties of participants made possible by online tools so as to provide a richer learning environment than traditional tools would allow.

In the fall of 2011, Stanford offered three courses for free online. Peter Norvig and Sebastien Thrun offered their Introduction to Artificial Intelligence to an initial enrollment of over 160,000 students from around the world.

MOOCs MODELS

The first phase of MOOCs development was called MOOCs period in the comparatively short history of MOOCs. Since the XMOOCs period has started which include online courses that are structured in a more conventional way and delivered through not simple web platforms but some learning management. CMOOCs (the Connectivist MOOCs) are based on the Connectivist distributor clear learning model.

- 1) xMOOCs (content based MOOCs) are delivered through proprietary learning management platforms are institutions or individual academic.
- 2) MOOCs are stated to be online version of a textbook.(Cuban,2013 & Harris, 2013)
- 3) MOOCs are claimed not to prepare learners to create, generate, solve and innovate (Siemens, 2013)

AREA OF THE STUDENT ENGAGEMENT

1. Video Lectures
2. Assessment
3. Forums
4. Readings
5. Live Video Sessions
6. Activities
7. Additional Video Resources
8. Social Media

SIMPLE PERCENTAGE ANALYSIS**TABLE 1-TYPES OF MOOCs COURSES THE RESPONDENTS KNOW**

S.NO	TYPES OF MOOCs COURSES	NO. OF RESPONDENTS	PERCENTAGE
1	Udemy	25	20
2	Coursera	10	8
3	Udacity	41	32.8
4	NPTEL	46	36.8
5	EdX	3	2.4
	TOTAL	125	100

(Source: Primary data)

INTERPRETATION

The above table reveals the types of MOOCs courses that respondents know. 20% of the respondents know Udemy courses, 8% of the respondents know Udacity courses, 32.8% of the respondents know Coursera courses, 36.8% of respondents know NPTEL courses and 2.4 % of respondents know EdX courses in MOOCs.

TABLE 2-GREATEST MERITS OF MOOCs

S.NO	DEVICES	NO. OF RESPONDENTS	PERCENTAGE
1	Time saving	44	35.2
2	Affordable	46	36.8
3	Easily accessible	29	23.2
4	Providing certificates	6	4.8
	TOTAL	125	100

(Source: Primary data)

INTERPRETATION

The above table reveals the greatest merit of MOOCs that respondents 35.2% of the respondents feel time saving is the greatest merit, 36.8% of the respondents feel that Affordable courses are the greatest merit, 23.2% of the respondents feel the greatest merit is the MOOCs are easily accessible and 4.8% of the respondents feel that the providing of certificates will be the greatest merit.

LIKERT SCALE ANALYSIS

TABLE 1
SATISFACTION LEVEL OF RESPONDENTS ON TIMING OF THE STUDY

S.NO	FACTORS	NO. OF RESPONDENTS	LIKERT SCALE VALUE(x)	TOTAL(FX)
1	Highly satisfied	37	5	185
2	Satisfied	39	4	156
3	Neutral	35	3	105
4	Dissatisfied	7	2	14
5	Highly dissatisfied	7	1	7
	TOTAL	125		467

(Source: Primary data)

$$\begin{aligned} \text{LIKERT SCALE} &= \sum (\text{FX}) / \text{Total number of respondents} \\ &= 467/125 \\ &= 3.736 \end{aligned}$$

INFERENCE

Likert scale value is 3.74, is greater than the middle value (3), thus the students are satisfied with the time of study in MOOCs.

RANKING ANALYSIS**TABLE 1- PREFERENCES TOWARDS THE MOOCs COURSES**

S.NO	COURSES	1	2	3	4	TOTAL	RANK
1	Udacity	24 (4)	35(3)	54(2)	12(1)	321	1
2	EdX	9 (4)	48(3)	46(2)	22(1)	294	2
3	Udemy	4 (4)	47(3)	58(2)	16(1)	289	3
4	Coursera	7 (4)	29(3)	53(2)	36(1)	257	4
5	NPTEL	3 (4)	23(3)	61(2)	38(1)	241	5

(Source: Primary data)

INTERPRETATION

The respondents ranked Udacity as I, the respondents ranked EdX as II, the respondents ranked Udemy as III, the respondents ranked Coursera as IV, the respondents ranked NPTEL as V.

INFERENCE

The respondents ranked I for Udacity in MOOCs as they prefer the most. The respondents ranked VI for NPTEL in MOOCs.

TABLE 2-FACTORS THAT INFLUENCE TO STUDY THE MOOCs THROUGH INTERNET

S.NO	FACTORS	1	2	3	4	TOTAL	RANK
1	Comfortable study	32(4)	16(3)	43(2)	34(1)	296	1
2	Free course	16(4)	28(3)	46(2)	35(1)	275	2
3	Completion of certificate	6(4)	43(3)	32(2)	44(1)	261	3
4	Easy accessibility	8(4)	21(3)	38(2)	58(1)	229	4

(Source: Primary data)

INTERPRETATION

The respondents ranked Comfortable study as I, the respondents ranked Free course as II, the respondents ranked Completion of certificate as III, the respondents ranked Easy accessibility as IV.

INFERENCE

The respondents have ranked I for Comfortable study as main reason for learning in MOOCs. The respondents ranked IV for Easy accessibility.

CHI SQUARE TEST

TABLE – 1
RELATIONSHIP BETWEEN AGE AND TYPE OF MOOCs COURSE WOULD YOU PREFER TO STUDY

S.NO	AGE	TYPES OF MOOCs WOULD YOU PREFER					TOTAL
		Udemy	Udacity	Coursera	NPTEL	EdX	
1	Below 18	2	3	1	3	0	9
2	18-20	14	5	28	21	1	69
3	21-23	8	2	10	19	1	40
4	23-25	1	0	1	2	1	5
5	Above 25	0	0	1	1	0	2
	TOTAL	25	10	41	46	3	125

To find out the association between age and types of MOOCs course would respondents used to prefer for study, chi-square test is used and the result is given below.

NULL HYPOTHESIS

There is no significant relationship between age and types of MOOCs course would respondents used to prefer for study.

ALTERNATIVE HYPOTHESIS

There is a significant relationship between age and types of MOOCs course would respondents used to prefer for study.

CHI SQUARE TEST

Factor	Calculation value	Df	Table value	Remarks
Age	21.561 ^a	16	26.30	Accepted

INTERPRETATION

The calculated value of chi-square is less than the table value. Hence, the hypothesis is accepted stating that there is a significant relationship between the age and the types of MOOCs would prefer to study.

FINDINGS**SIMPLE PERCENTAGE ANALYSIS**

- Majority 36.8% of the respondents know about the NPTEL courses.
- Majority 72% of the respondents feel that the greatest merits of MOOCs are affordable and time saving.

LIKERT SCALE ANALYSIS

Likert scale value is 3.74, is greater than the middle value (3), thus the students are satisfied with the time of study in MOOCs.

RANKING ANALYSIS**PREFERENCE TOWARDS THE MOOCs**

- The respondents ranked Udacity as I,
- The respondents ranked EdX as II,
- The respondents ranked Udemy as III,
- The respondents ranked Coursera as IV,
- The respondents ranked NPTEL as V.

FACTORS INFLUENCE TO STUDY MOOCs

- The respondents ranked Comfortable study as I,
- The respondents ranked free course as II,
- The respondents ranked Completion of certificate as III,
- The respondents ranked Easy accessibility as IV.

CHI SQUARE TEST

There is a significant relationship between the age and the types of MOOCs would prefer to study.

SUGGESTIONS

- MOOCs should provide more number of free courses, so that the students participate and learn which enhances their curriculum knowledge to the next level.
- It is suggested that the MOOCs Portal should provide paid courses with high quality resolution at low cost which will enable every student to enroll and enrich their knowledge
- The main key factor is to get satisfied with this MOOC courses by having discussion forum in it. Thus timely response from concerned guide is necessary when the students have doubts regarding that particular course.
- It is suggested that a course can be offered in two formats, with and without time constraints as people learn at different paces.
- Some courses could be accessed only in computers, so it is suggested to make the courses accessible in mobile phones.
- Most of the MOOCs provide certificate only for paid courses, it is suggested to provide certificates also for free courses.
- MOOCs have made available the wide range of courses but most of them offer pre-recorded classes. So it is recommended to give live classes too according to the preference of students.

CONCLUSION

MOOCs are easily available and attracted so much attention towards students as they have the potential for helping with various educational challenges. According to the survey conducted it is found that most of students prefer Udacity and NPTEL courses as they are affordable, and the students are mostly satisfied with timing of the study belongs to three months course and the MOOCs will have rapid growth in future and students were attracted mostly on the certificates provided after the completion of course, students have various courses available in MOOCs and they can choose one on their own interest in order to support learning activities.

REFERENCES

Manoj Shakya, Sushil Shretha and Rajesh Manandhar (2016), "Awareness of MOOC among College Students: A Study Of Far Western Region of Nepal".

B. Naresh and Dr. D. Bhanu Sree Reddy (2015), in their study of "An exploratory study on learners perception towards E-Learning".

