A SWOT ANALYSIS OF MOOC ON MANAGEMENT EDUCATION TEACHING

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Abstract: *The world is moving towards open education. In this scenario, MOOC is a new dimension of educational opportunity that opens up a method for innovative learning. This method of learning brings the instructors and students all over the world closer through the virtual medium of internet. People are getting a common platform to share their ideas and work together. Institutes, instructors and students are able to collaborate among each other globally. A Massive Open Online Course (MOOC) is facilitating a new pathway for effective teaching and learning. It is a web-based platform which provides unlimited number of students worldwide with a chance of distance education with the best institutes in the world. It was established back in 2008 and gained momentum in 2012 as a popular learning tool.*

It has become a common phenomenon in management education. Most of the researchers are discussing its application in teaching. After a brief introduction of MOOC, the researchers have also included in this article management education teaching as well as SWOT analysis method. The method is adopted in the analysis of MOOC in terms of management education teaching. The strength, weakness, opportunity and threat are analyzed respectively. In conclusion, educators should notice the advantages of MOOC despite the disadvantage，and devote to application of MOOC for a better construction of management education discipline.

Keywords: - MOOC, management education teaching, SWOT analysis.

I.INTRODUCTION

The world is moving towards open education. In this scenario MOOC is a new dimension of educational opportunity that opens up a method for innovative learning. This method of learning brings the instructors and students throughout the world closer through the virtual medium of internet. People are getting a common platform to share their ideas and work together. Institutes, instructors and students are able to collaborate among each other globally. A Massive Open Online Course (MOOC) is facilitating a new pathway for effective teaching and learning. It is a web-based platform which provides unlimited number of students worldwide with a chance of distance education with the best institutes in the world.

MOOC is a model for delivering learning content online to a large number of people. These are the online courses with unrestricted numbers of participation and open accessibility. It gained popularity during the early 2010s and have been presented as an alternative to the traditional instructional model, focused on the lecturing instructor and relying on digital content that is available to all students. People are getting a common platform to share their ideas and work together. Institutes, instructors and students are able to collaborate among each other globally. It is facilitating a new pathway for effective teaching and learning. It represents a learning platform in an online environment, which provides open access to unlimited participants, enabling more than traditional learning models and materials including recorded lectures, quizzes, interactive forums and communities. It is one of the latest additions to field of distance learning. It is the online course aimed at online participation and open resources. Except for traditional materials, like videos, reading materials, and exercises, MOOCs also provide an online forum, which is popular in recent

decades, for it emphasizes not only learning and learners, but also the platform on which teachers and students have access to the discussion of some topic.

MOOC is put forward by Dave Cormier and Bryan Alexander in 2008. The name MOOC sheds light on its characteristics: "massive" refers to the large number of learners as well as courses and activities (Masters, 2011); "open", a unique trait of MOOC, refers to the equality of learners regardless of information resource, educational background, learning environment, learning time, and cite; "online" includes not only the method of acquiring materials, but also the cooperation and evaluation of participants.

According to Chakravarty and Jaspreet, (2016). MOOC is student friendly, since there are not a long procedures or formalities or prerequisites for enrollment in the course. Hefty tuition fees are not required. Some of them are available free of cost while others only require a minimum amount.

The Massive Open Online Course (MOOC) movement is playing a pivotal role in transforming the higher education. Courses designed for large numbers of participants, that can be accessed by anyone, anywhere as long as they have an internet connection, are open to everyone without entry qualifications, and offer a full/complete course experience online for free (OpenupEd, 2015). The impact of MOOC is questionable due to the long history of revolutionary potential in Open Distance Learning as expressed by the "hope, hype and disappointment" (Gouseti, 2010).

1.1 Definition and Concept of MOOC

The term 'MOOC', said to have been coined by Dave Cormier to refer to an online learning course concept, which was developed by Stephen Downes and George Siemens entitled "*Connectivism" and "Connectivity Knowledge"* in 2008 (12). The original concept of MOOC is to break down obstacles to education for anyone, anywhere and at any time.

Oxford Dictionaries (n.d.) defines MOOC as "A course of study made available over the Internet without charge to a very large number of people." This paper uses the term MOOC in the popular sense to refer to the xMOOC, or "broadcast" MOOC (as distinct from the cMOOC or connectivity MOOC).

According to Educause (2014), a massive open online course (MOOC) is a model for delivering learning content online to any person who wants to take a course, with no limit on attendance.

The meaning of the acronym MOOC is as follows:

- ➢ **M is for Massive:** An 'M' in MOOC stands for "Massive" because it attracts tens of thousands of participants per intake. There is no limit to the number of users. A course, once designed, can be accessible to a large number of participants.
- ➢ **O is for Open:** Open means the course is open to everyone. The course is accessible, available to everyone freely. Thus, the "Open" in MOOC means the Course can be accessed by (almost) anyone anywhere at any time as long as they have an internet connection.
- ➢ **O is for Online:** The second O in MOOC refers to the fact that the course is delivered over the Internet. This might involve the distribution of video clips and downloadable readings, supplemented by plenary discussions, segregated social media activity, and the occasional synchronous event such as a live chat.
- ➢ **C is for Course:** The term course, refers to the course-like fixed starting, completion date, and structured into different subject units. There can be one or more teachers. Supervision and communications options can also be offered to supplement the course.

According to Pandit (2016) urged that "in a country like India, where most people residing in remote areas do not have adequate access to skill enhancement and quality learning, MOOC can play a pivotal role. It can be beneficial for those who are bound by financial instability, physical limitations or commuting issues". MOOCs represent a huge opportunity for Indians in terms of an open education revolution. It could potentially give millions access and availability to high quality learning if they have Internet connectivity. First, there are more applicants than slots at top Indian universities.

II. MANANAGEMENT EDUCATION TEACHING

MOOC is a good platform for Management education teaching to use the innovative technology, which provide large no of student learned at a time and access in different places. It is one of the most prominent trends in management education in recent years. It represents open access, global, free, video-based instructional content, problem sets and forums released through an online platform to high volume of participants aiming to take a course or to be educated. With time and place flexibility, MOOCs gathers scholars and learners around the world. It promises to open up management education by providing accessible, flexible, affordable and fast-track completion of courses for free or at a low cost for learners who are interested in learning. Indian Institute of Management is dedicated to excellence in education, and its vision is to be a global, renowned academic institution fostering excellence in management, innovation and entrepreneurship in business, government and society. Along with 11 disciplinary areas, IIMs has ten

centers of excellence that offer courses and conduct research on interesting questions facing various sectors of industry.

IIMs are committed to making a deep social impact using technology-enabled education. Towards this end, IIMs offers Massive Open Online Courses (MOOCs). This is the first management school in India to offer MOOCs on the edX platform. This is also the coordinating institute for management education for SWAYAM, GoI's online education platform.

IIMBx is a MOOC founded on the philosophy that management education has strong potential to transform our educational systems and that high quality education must be available to all unconstrained by the limitations imposed by location, finances or prior educational background. The vision of the IIMBx programme is to use digital learning to enable widespread access to management education.

The MOOC led is by the faculty at IIM Bangalore. It offers online courses and programmes covering core, advanced business and management subjects. Online programmes by IIMBx use technology to enable anytime, anywhere learning in a global classroom. It offers management education using technology to learners through a well-balanced mix of multimedia course ware designed to bring to life the IIM Bangalore classroom experience in a virtual form.

An instructionally designed mix of lecture videos, online quizzes, multimedia cases, references, readings, forum interactions, and live sessions together contribute towards an effective and engaging learning experience that is flexible and self-paced. Students at academic institutions as well as working professionals can earn the IIMBx certification through our academic and corporate partnership programmes.

The following goals of IIMBx are as follow:
➢ To make world-class management education accessible from every part of the world.
➢ To empower less privileged learners in India through innovative use of technology.
➢ To improve in-classroom teaching and learning.

III. SWOT ANALYSIS

A SWOT analysis (or SWOT matrix) is a structured planning method used to evaluate the strengths, weaknesses, opportunities and threats involved in a project or in a business venture. This tool can be carried out for a product, place, industry or person. According to Weihrich (1982), it involves the internal and external factors to identify if they are favourable or unfavourable in achieving the objective of the business venture or project. Internal factors include Strengths and Weakness, and external factors include Opportunities and Threats. Among them, Strengths are the characteristics of the business or project that give it an advantage over others; Weaknesses are those placing the business or project at a disadvantage relative to others; Opportunities are elements that the project could exploit to its advantage; Threats are those in the environment that could cause trouble for the business or project.

IV. ANALYSIS OF MOOC ON MANANAGEMENT EDUCATION TEACHING

SWOT analysis is originated from the study of marketing, and has been applied to the strategic decision making of industry, entrepreneur and product. With various applications, SWOT analysis in management education teaching is also feasible. The SWOT analysis is conducted to analyze strength, weakness, opportunity and threat of MOOC on management education teaching.

4.1. Strength

It is usual to have high praises on MOOCs, like this review of Coursera of MOOC, and those who learned and teach from MOOC. Major benefits of MOOCs like education accessible, experimentation and branding extension.

➢ **Open Curriculum:** This is the best part of MOOC; encouraging "learn only that much what you need or like". A MOOC course does not force you to complete all the covered topics or assignments. You can only go through the lectures and quizzes, which you feel like important for you. This also facilitates a student to mix educational resources, activities, and/or packages for different disciplines to meet their needs. Hence the curriculum in MOOC is not a bounded one and is considered as open.

➢ **Open Learning:** It provides a common area where the instructors, students and teaching assistants can share their ideas and can work cumulatively. It gives the opportunity for discussing, questioning and answering. This method of teaching and learning helps enhancing the understanding while making the learning process more interesting and effective.

➢ **Open Assessment:** The assessment methods in MOOC are quite transparent and it also includes the peer review process in the evaluation process of the assessments. Most of the quizzes are machine generated multiple choice question banks. Once answered and submitted the machine evaluation of the quiz along with the proper explanation of the answers are provided. The explanatory questions are reviewed by multiple peer members and sometimes by the instructors.

- ➢ **Open Platform:** This provides a learning platform which is open to all. Anyone can get engaged and share their thoughts and ideas. As internet is open to all, a student or instructor sitting in any corner of the world can access the internet and can participate in the course.
- ➢ MOOCs, particularly xMOOCs, deliver high quality content from some of the world's best universities for free to anyone with a computer and an Internet connection;
- ➢ MOOCs can be useful for opening access to high quality content, particularly in developing countries, but to do so successfully will require a good deal of adaptation, and substantial investment in local support and partnerships;
- ➢ MOOCs are valuable for developing basic conceptual learning, and for creating large online communities of interest or practice;
- ➢ MOOCs are an extremely valuable form of lifelong learning and continuing education;
- ➢ MOOCs have forced conventional and especially elite institutions to reappraise their strategies towards online and open learning;
- ➢ Institutions have been able to extend their brand and status by making public their expertise and excellence in certain academic areas;
- ➢ MOOCs main value proposition is to eliminate through computer automation and/or peer-to-peer communication the very large variable costs in higher education associated with providing learner support and quality assessment.

4.2 Weakness

Whilst most universities are looking for best practice on online learning, what might have been missed is that the fusing of social network with the university course do pose lots of challenges and issues that most "positive evaluations on MOOCs have missed".

- ➢ **Lack of Technological Infrastructure:** MOOC needs the high speed internet connections for accessing the content delivered in their courses. In a developing country like India, Internet and computers comes under luxury and their availability is confined mainly to the urban areas. Limited availability of requisite infrastructure to access MOOCs has confined the extensive spread of MOOCs. India needs to work towards providing a better Internet access for the country's population and provides worldwide connectivity.
- ➢ **Investment:** Offering the MOOC is a costly affair that includes the cost of infrastructure, platforms, content creation, human resources and many more. In India, the institutions do not have many capitals to invest in such event so it is not easy for an individual institution to offer such services. There is need of involvement from some authorities, who can invest in the process to support the education. Even Indian government needs to liberalize conventional regulations and restrictions and encourage public private partnership for creating MOOCs in this country.
- ➢ **Diversified Needs:** India is a widely diversified country having multicultural societies and different languages spoken. For acceptance of MOOC among the huge domain of audience, they need to agree upon a common language of speaking. English as this language accepted globally, again throws away a considerable amount of audience who do not possess the knowledge or adequate fluency in English. So, a switch over to mostly English based courses as offered via current MOOCs often discourages learner to continue their courses.

  The courses should also be offered in some regional languages, which may be a tedious task and prone to loss of uniformity and quality. Therefore, language is one of the barriers for learners from Indian origin that need to be addressed by the MOOC providers in a more realistic way. Moreover, the challenge is to deliver the lecture, designing of the course material, and the platform itself, in a way that can be understood by all. Hence forth, the main motive should be to work in the direction which can minimize the existing differences amongst the learners.

- ➢ **Adoption of MOOC among learners:** Generally in MOOC courses the communication between a teacher and learner and among learner as well is in written form. It results in the lack of oral communication skills among the learners and to improve this they need undergo a traditional program. Also, watching the course videos of other content on a computer screen can make the learner feel isolated.

  Due to this, motivation of learner falls resulting in dropping out from the course. Moreover, the courses that require lab or hands-on training may not fulfil the purpose completely in online mode .Therefore, the challenge faced by MOOC could be adoption of technology by learners.

- ➢ **Quality:** To create and deliver quality content in MOOC, quality of teachers and technical staff is required. India has huge vacancies of teachers not filled, compounded by infrastructure deficit as the absence of laboratories. Also, it may be possible that teachers are not technically sound to create

course content using the tools. Emerging initiatives internationally and nationally are working towards offering quality educational by providing their content as open resources, but some of them are constraint by the adoption policies of their country or organization. India should also need to leverage these initiatives as a readily available, economically viable source of quality content or adoption. Also, a national quality assessment framework to assess the quality and adoption of new approaches like, credit transfer, MOOC, integrated courses etc., should be adopted along with teacher training, their performance related appraisal and midterm re-evaluation. Thus a complete revamp is needed to meet the present demand and address the challenges that India is facing in offering MOOCs.

4.3 Opportunity

Open education brings new opportunities for innovation in Management Education that will not only support institutions to implement the fundamental values of university based education, but it will also shift the focus from traditional lecturing to more learner centered learning in management education.

- MOOCs, particularly xMOOCs, deliver high quality content from some of the world's best universities for free to anyone with a computer and an Internet connection;
- MOOCs can be useful for opening access to high quality content, particularly in developing countries, but to do so successfully will require a good deal of adaptation, and substantial investment in local support and partnerships;
- MOOCs are valuable for developing basic conceptual learning, and for creating large online communities of interest or practice;
- MOOCs are an extremely valuable form of lifelong learning and continuing education;
- MOOCs have forced conventional and especially elite institutions to reappraise their strategies towards online and open learning; institutions have been able to extend their brand and status by making public their expertise and excellence in certain academic areas;
- MOOCs main value proposition is to eliminate through computer automation and/or peer-to-peer communication the very large variable costs in higher education associated with providing learner support and quality assessment.
- There's nothing particularly new about MOOCs. Most universities have offered online courses for many years and the basic technologies involved – video lectures, discussion forums, tests, and the like – are the same we have used with on-campus and distance students. The only difference is the scale.
- By their very nature – large numbers of students, no direct faculty interaction with individual students, a "pre-programmed" course of study and assessments – MOOCs would appear to have what some have called limitations when compared with a traditional face to face course or smaller online credit course with high faculty involvement. However, these aren't limitations as much as features that make MOOCs unique.
- MOOCs are built on efficiency of scale, giving access to the teaching of a world class professor to thousands of students at once. The lectures, assessments and activities for a course – especially an online course – and the expertise of the professor behind the content isn't cheap and, in many cases, is unique to a particular university. A MOOC throws open the door of the professor's classroom, allowing him to teach more than just a few dozen students at a time.
- Because of the scale, "hands on" involvement by the faculty member is limited. This shifts the responsibility for learning the material squarely on the shoulders of the individual student and their motivations to learn. It also shifts conversation and dialogue about the content to a more diverse student population that could be worldwide – a community of learners.
- MOOC courses are not fixed into traditional term and semester models of the university, so they can start any time and can be of any length. That makes the MOOC compelling for short-term courses that are highly focused on a topic or a series of courses that might build towards a deeper understanding in a knowledge area.
- Finally, MOOCs are not bound by traditional university credentialing – they can be offered with or without a certificate or "badge" indicating that a student has completed the course. The credential can be separate from the class itself.
- These features that make MOOCs unique – scale, learning communities, scheduling and credentialing flexibility – says that these types of online courses can solve certain problems in higher education that take advantage of the format, rather than trying to fit the MOOC into the more traditional university credit course box.

4.4 Threats

Challenges in the traditional classes. MOOCs view as disruptive innovation to Management Education. MOOC threats to quality education, especially at public Universities. When MOOCs reach a critical mass, where students would accept and prefer to learn through the free open course, rather than going to pay for a course, then it is/could be.

➢ Quality is defined by users, students, not just by the education providers, MOOCs providers, employers alone. So, if you are to define quality education, we need to consider the different dimensions as "defined" and perceived by the "consumer". That also makes MOOCs sound like disruptive innovation, as it could "easily" replace any courses by the super-rock-star professors who could afford to spend hundred hours in delivering their videos. They have established their reputation in the Management Education for decades. This would be a competition between education chains, professors, etc.

➢ Challenges from top-ranked universities: Students may give up the opportunity to enter a plain university or college, if they manage to get access to courses and even credits from top-ranked universities and colleges from all over the world regardless of time and location.

➢ India is far behind some developing countries where digital education is getting increased attention. In countries where e-learning is popular, students have access to various online resources such as MOOCs which help students, teachers and professionals upgrade their skills. E-learning promotes learner autonomy and enables students to acquire knowledge and skills without depending on teachers. India needs to take the threat of many developed and developing countries leading the way in online education seriously and promote it earnestly.

➢ Students must continue to the education and it should keep learning. The lockdown period should be productive. Educators should think creatively and introduce innovative ways of learning. In a country where access to the Internet and high-speed connectivity is a problem, and the digital divide is an issue, it is important to address the challenges. Those who are involved in education planning and administration should give a serious thought to reducing the digital divide in the country and popularize digital learning.

V. CONCLUSION

MOOCs are the latest addition to the field of distance learning and becoming an important part of modern management education system. Open participation for everyone, free access, no qualification requires is something that is needed in this era. Moreover, it helps one gain education from the best faculty of top universities, where admission to traditional teaching class is just a dream. It is known to inculcate competency skills, innovation, learning thrust in its users. In a country like India, where most people residing in remote areas do not have adequate access to skill enhancement and quality learning, MOOCs can play a pivotal role. It is both opportunity and challenge to management education teaching in India. Educators should neither refuse to recognize it, nor regard it as an elixir. The riptide of MOOC force management education teachers to be faced with it, so how to embrace it and take advantage of it for a better construction of the discipline.

It can provide the Indian students an edge required to compete in the global market. It may be regarded as contributing to the democratisation of Management Education, not only locally or regionally but globally as well. It can help to democratise content and make knowledge reachable for everyone. Students are able to access complete courses offered by universities all over the world, something previously unattainable. With the availability of affordable technologies, MOOCs increase access to an extraordinary number of courses offered by world-renowned institutions and teachers.

MOOCs bring new opportunities for innovation in management education that will allow institutions and academics to explore new online learning models and innovative practices in teaching and learning. It becomes the latest trend in the field of distance education which indicates a significant need of research studies to reduce the threat related on it.

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