

MOOC WEB DESIGN FROM THE PERSPECTIVE OF MALAYSIAN TECHNICAL UNIVERSITY

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ABSTRACT – *MOOC is one of the evolving technologies in the field of education for online learning. MOOC has become a platform where no limitation and boundaries exist in gaining knowledge. Even though there are numbers of research emphasis on the motivation and acceptance of MOOC for higher education landscape, however limited research found in the areas of MOOC web design. Thus, this research is keen to investigate the significance web design of MOOC in the South-East Asia context, particularly Malaysia. This research measured MOOC web design factors such as site design, information usefulness, content, and interactivity toward perceived ease of use.*

1. INTRODUCTION

The Since 2013, MOOC is known as one of a popular trend in e-learning. MOOC is used in nation-wide as a platform that eases the process of knowledge access. According to Bozkurt et al, (2016), what makes using MOOC an effective teaching tool are because of course delivery, namely, preparation, attraction, participation, interaction, consolidation and post-course support.

With the existence of latest technology applied in the classroom, online education provides an advantage for student flexibility to access. Besides, one other aspect that indicates toward the opportunity of web-based learning is an advancement in Information Communication Technology (ICT) or the Internet which has changed how the world is now connecting and adapting towards the innovativeness (Nisiotis et al. 2015). Revolution in digital is one of the reason for the massive transformation that education world is now faced. From all area specifically education, a lot of efforts has been taken by the world and also Malaysia to improve the way of education is being delivered. Accessing knowledge through MOOC is the best approach and the simplest method as for knowledge transfer as in [1-2].

This study measures the relationship of web design factors, which are site design, information usefulness, content/material design and interactivity and perceived of use in the utilization of MOOC application. Web design is a complete structure indicate the blueprint, roadmap, or can also be storyboard of the project plan, including objective development, content, and plan for the course design in all perspective. [3] stated that the comprehensiveness of information is one of the five most important features to emphasize the design of MOOC website. The element of content has played a major role in the deliverable aspect of MOOC. Good content may influence positively the intention to continuously used MOOC with the perceived of timely access to content or easily find information that they desired. Apart from the impact on good content, interactivity among peers will eventually indicate toward the motivating influence for participant continuance and MOOC learning [4].

2. METHODOLOGY

The selected subject for this study is Multimedia System developed from Faculty of Information and Communication Technology (FTMK). The sample size for this study was 152 sample and unit of analysis consists of UTeM undergraduate students. Research design is through quantitative method. The set of question is being constructed correspond to the variables of this research which aims for a finding the web design factor of MOOC toward the perceived ease of use of UTeM technical undergraduates. The conceptual framework for this research draw as in figure 1 below:

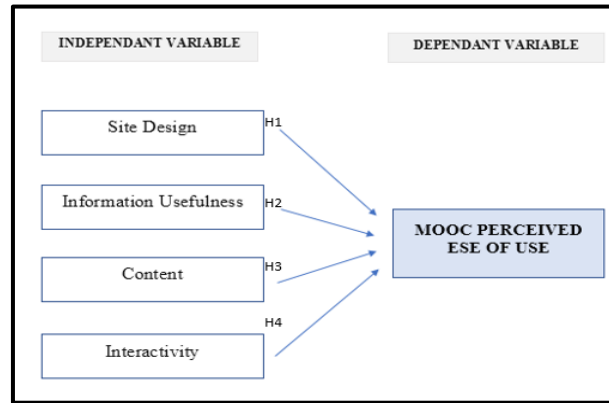


Figure 1: Conceptual framework

This research proposed that site design, information usefulness, web design and interactivity have positive relationship with MOOC perceived ease of use.

3. RESULTS AND DISCUSSIONS

Table 1 show the significant web design factors that influence MOCCs application among UTeM undergraduates the finding shows that information usefulness perceives as the most significant to the dependent variable perceived ease of use of student toward MOOC web design. Students will use MOOCs if they perceive that information usage is beneficial.

Table 1 Model Summary

Model	R	R Square	Adjusted R Square	Std. the error of the Estimate
1	.795 ^a	.632	.622	.60706

a. Predictors: (Constant), Interactivity, Site Design, Information Usefulness, Content

Table 2 Standard Coefficients

Model	Unstandardized Coefficients		Std Coefficient	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.033	.327		.100	.920
Site Design	.229	.085	.217	2.695	.008
Information Usefulness	.439	.103	.369	4.253	.000
Content	.079	.102	.074	.782	.435
Interactivity	.254	.089	.231	2.872	.005

a. Dependent Variable: Perceived Ease of Use

Table 2 indicates that Beta values which mean individual independent variables influences on dependent variables. The results showed that $\beta_1 = 0.229$, $\beta_2 = -0.439$, $\beta_3 = 0.079$ and $\beta_4 = 0.254$ respectively to all independent variables. It shows that information usefulness has the highest Beta value among other variables and strong influences on the perceived ease of use with Beta value 0.439.

The relationship can be marked as the following equation from the analysis as below:

$$Y \text{ (perceived ease of use)} = 0.033 + 0.229 \text{ (site design)} + 0.439 \text{ (information usefulness)} \\ + 0.079 \text{ (content)} + 0.254 \text{ (interactivity)}$$

Information usefulness variable in this study is defined as the degree of ease associated with the use of MOOC among undergraduate students. MOOC improvement and application of higher education model should consider some external goals in terms of performance expectation or the usefulness of the information not only focusing on student insights and interest as previous author [5].

4. CONCLUSION

This research has several of implication for students and lecturer in terms of the ease to adopt the platform. It is undoubted that many researchers have been done to study the behavioural and intention to adopt, but the factor regarding the platform itself and why does the platform play a major role is yet not to be discussed much. Needs in understanding the necessary factors of student's perception in the MOOC web design resulting in clearer perspective on how to manage the site internally. As for the factor that affecting their intention to use it should come from their own self, and they will judge the platform before using. Therefore, an institution requirement is to consider factors that gives impact on students towards technology acceptance since the technology perceived ease of use is related to the technology acceptance. Having good web design with excellent information usefulness and another factor that might indicate the web effectiveness might consequently influence student adoption. The proposed conceptual framework of this study is to examine factors of MOOC web design toward the perceived ease of use of the platform which is beneficial also by academics, and MOOC as organizations to determine their effectiveness of the platform internally to ensure success factors for implementing MOOC in their educational institutions. Future research can focus on measuring the relationship between web design and internet connection in order to achieve the best result and better improvement of MOOC.

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