HUMANIZING MOOC: TAPPING INTO DEVELOPERS' MOTIVATION

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ABSTRACT

Massive Open Online Courses (MOOC) enrolment enable many students to learn generic courses. This common courses can be shared by universities with similar curriculum demands and shared credits. The presently studied MOOC course is Ethnic Relations. The objectives are to unfold factors that are demanded in the course development and how the students' expectation are fulfilled can suggest the developers' motivation. A survey questionnaire analysis suggests that in order to achieve such requirement, a MOOC course has to appeal to the potential students in a vast manner.

Keywords: *MOOC, Medium Acceptance, motivation*

1. INTRODUCTION

Yuan and Powell (2013) concluded that MOOC was a free learning platform. With over sixty MOOC platforms around the world (Li,KC et.al,2014) and over five hundred fifty universities sharing platforms (Shah,D, 2016), the expansion of MOOC to Malaysian education system is thus undeniably important. Lin (2017) labelled MOOC as a 'disruptive educational phenomenon' but maintained its global relevancy. Most MOOC contents are for higher degree students (Hara,et.al, 2011 & Melicherikova, 2016) , thus Lin (2017) pointed out that MOOC contents which do not correlate with students' level of learning will be disappointing. Talking ahead, text-overlay, conversation, on location, animation, picture-in-picture, presentation slides with voice-over, demonstration, Udacity-style tablet capture, interview, recorded seminar, webcam capture and green screen are the video style found in MOOC (Hansch,et al, 2015) . Thus, the present paper looks into how the students' expectations are fulfilled can suggest the motivation in MOOC developers.

1.1   Motivation in developing MOOC

Hakami, White, and Chakaveh, (2017:327) analysed 42 past studies related to "MOOCs Learners' Motivations", "MOOCs Completion or MOOCs Retention", and "MOOCs Learner Engagement" and found many addressed on motivational factors to use MOOC yet limited on acceptance and factors influencing their use of MOOC. Their interest are alike others who focuses on users and the use factor rather than developers such as Alario-Hoyos, Estévez-Ayres, Pérez-Sanagustín, Delgado Kloos, and Fernández-Panadero who studied 6335 MOOC learners from160 countries.

In building a MOOC course, a team approach to producing a MOOC has to be adopted (Alario-Hoyos, et al, 2015; Belanger & Thornton, 2013 & Corke, et al, 2016) . This ensures that sufficiency and efficiency are achieved. The present paper also discusses the issue of collaborative and burn-outs in MOOC course development from students' acceptance and satisfaction in Ethnic Relation MOOC.

2. CONCEPTUAL FRAMEWORK

The present study adopts some of the details suggested in (Lin, 2017) as the working framework. This study supports the six-phase of the larger study and has reached its sixth phase before leaping to the next research phase. Figure 1 shows the working framework.
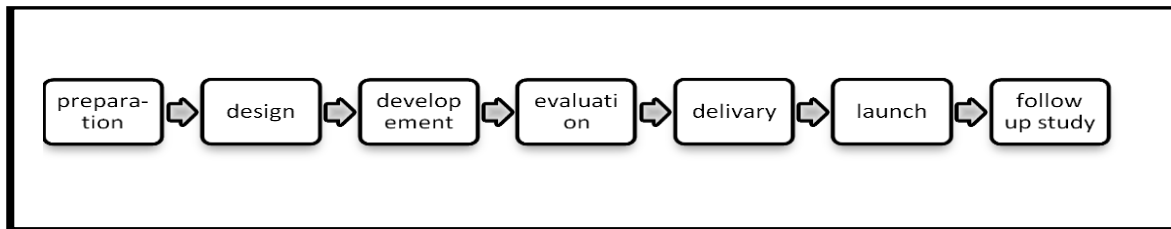
3. METHODOLOGY

Ninety-three students who enrolled for the Ethnic Relation MOOC course served as the respondents to a survey questionnaire.   These are conveniently selected samples. SPSS software was then used to analyse the data.

The research questions that lead to the present study are:

    a) **What are students' the mean of acceptance of the Ethnic Relation MOOC properties?**

    b) **What are the mean of students' satisfaction of each Ethnic Relation MOOC chapter?**

The objectives of the study are to unfold:

    a) **To unfold the students' acceptance of the Ethnic Relation MOOC properties**

    b) **To unfold the students' satisfaction of each Ethnic Relation MOOC chapter**

Based on these findings some issues related to the developers are discussed. This indirect observation is a kick-start to future study.

3.1 Properties investigated & findings

Figure 2 below shows the properties tackled in the present paper. Only three areas shall be discussed here which includes the introduction, objective and teaching and learning. Within the Ethnic Relation MOOC course, the introduction area defines the introductory section, the objective area defines learning objectives and expected outcomes, and the teaching and learning areas defines the ability of the course to allow students to relate to the past learning of the subject.
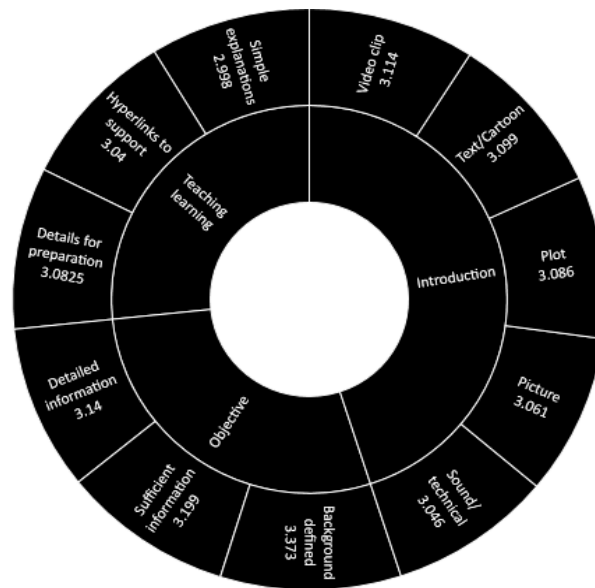

Figure 2 Mean of acceptance

Figure 3, 4 and 5 show another segment of evaluation which is the MOOC developers'-cum-educators although it is based on users' satisfaction. The chapters represent the chapters covered in the Ethnic Relations course. The same three areas serve as the focus of the study. The finding is discussed based on significant difference of mean of students' satisfaction of information retrieved from figure 2. The mean of the chapters in figure 3,4 and 5 represent the mean for the properties within each area.
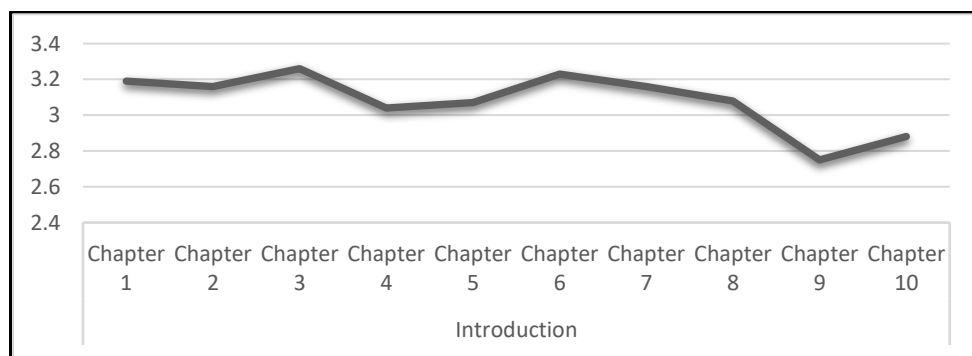

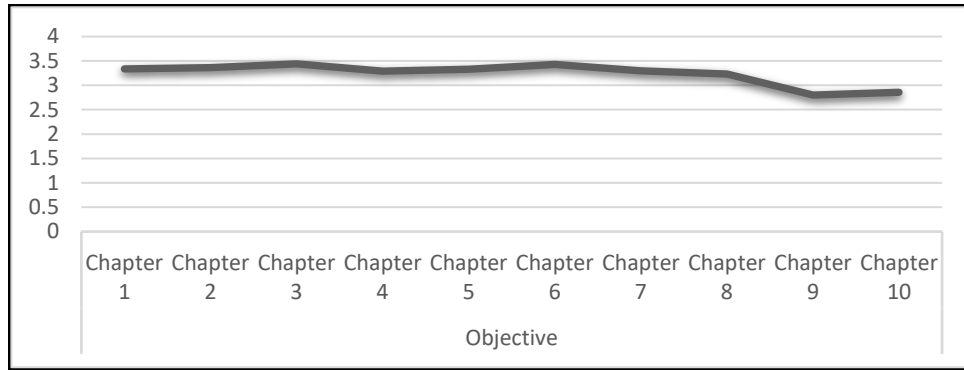**Figure 3 Students' satisfaction in introduction chapters**

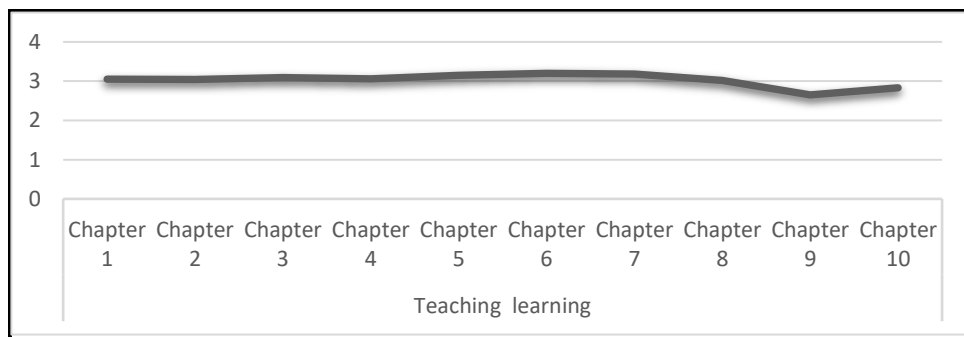**Figure 4 Students' satisfaction in objective chapters**

Figure 5 Students' satisfaction in teaching learning chapters

4. DISCUSSION

In the area of introduction, visual and audio are deemed significant to attract students' interest in learning (Hansch, et, al,2015). This can be possibly further expanded to age and new or advance learners. As Ethnic Relation course can be sensitive to a multi-racial country like Malaysia, a light and generic approach which appeals to the mass is vital. Therefore, a neutral plot depiction of video clips, pictures, learning plot, sounds, text and cartoons may guarantee a good Ethnic Relation MOOC course. The objective of the course is also well defined thus ensuring positive acceptance as seen in figure 2.

As the area of teaching and learning is an area to support past learning to the present one, a mere 2.998 mean is recorded which signifies explanations although simple has to be extensive and sufficient. As Lin (2017) mentioned, students' learning level is also a vital consideration in MOOC. Availability of adequate lesson, detailed information and support leads to students' satisfaction.

A deteriorating mean of students' satisfaction throughout the chapters can be seen in figure 3. This finding agrees with [8, 9 and 10]. A team approach to producing a MOOC (Alario-Hoyos, et al, 2015; Belanger & Thornton, 2013 & Corke, et al, 2016) plays a vital role in maintaining motivation. This suggests the downhill motivation of the developers, and insufficiency in completing the task produce a dissatisfying output. In ensuring a success in MOOC course development, a lean yet sustainable approach has to be adopted (Lin, 2017).

This is an essential area for future much comprehensive study. It may include recognition, determination and perseverance aside from motivation of MOOC developers.

5. CONCLUSION

A MOOC course has to appeal to the potential students in a vast manner. Lin (2017) suggested the implementation process of producing MOOCs has to be shared as guide to other future MOOC developers.

6. ACKNOWLEDGMENT

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