MOOC: Propelling students' enthusiasm

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Keywords: Activities; Future; MOOC

ABSTRACT – What is next for Massive Open Online Courses (MOOC)? As MOOC stands for a learning platform that has seen its success and downfall, activities in MOOC have to appeal to participants in order to retain students' motivation and boost their interest. The presently studied MOOC course is Ethnic Relations. It has been in use for several years and materials upgrading are highly anticipated. The objectives are to expose students' satisfaction of MOOC activities and what are lecturers' suggestions can be the catalyst to the future of MOOC activities. A mixed method was therefore adopted. A survey questionnaire was distributed to unfold satisfaction level and interviews of conveniently sampled lecturers have induced some thought provoking mechanism. Findings suggest students has neutral perception towards the MOOC activities. lecturers are brainstorming ways to improve the e-content.

1. INTRODUCTION

As a 'disruptive educational phenomenon' MOOC contents incoherencies with students' learning capabilities will therefore be damaging despite being globally relevant [1]. The most common teaching approaches identified in MOOC are "talking head, 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 video style" [2]. The target audiences are usually higher degree students [3 and 4]. The present paper focuses on the maintaining students' interest and evolving activities in MOOC course. In constructing a MOOC tutorial, students' interest is vital. This warrants that adequacy and effectiveness are accomplished.

2. CONCEPTUAL FRAMEWORK

The working framework of the present study is adopted as recommended in [1]. Gagne Nine Events of Instruction is also used as a basic guide to the present study. As initial students' satisfactory on the chapters and developers' motivation have been analyzed, the next wise step to undertake is analyzing the activities and formulating future activities which can propel the students' cum users' enthusiasm to remain embarking in MOOC.

3. METHODOLOGY

A mixed method was therefore adopted. A survey questionnaire was distributed to ninety-three respondents cum students who enrolled for the Ethnic Relation MOOC. Conveniently selected samples of lecturers cum MOOC developers were interviewed for their input for the future activities in MOOC. SPSS software was then used to analyse the data for descriptive mean output and content analysis were adopted to induced themes in the recorded interviews.

The objectives are to expose students' satisfaction of MOOC activities and to unfold the lecturers' suggestions of what can be the catalyst to the future improvement of MOOC activities. The questions that guided the study are:

1- What are the users of Ethnic Relation MOOC levels of satisfaction to the analysed features?
2- What are the lecturers' suggestions that can be the catalyst to the future improvement of MOOC activities?

Table 1 below shows the features in MOOC analysed in the present paper. Eleven feature within the Ethnic Relation MOOC course are analysed for users' satisfaction.

Table 1 Mean of satisfaction

Features	Mean	SD
Video clip	3.1161	1.27130
Picture	3.0512	1.19477
Plot	3.0871	1.21789
Sound/technical	3.0462	1.25920
Text/Cartoon	3.0968	1.25504
Mind maps	3.1742	1.19281
Quizzes	3.3763	1.2826
Feedback	3.3570	1.19987
Web activities	2.9345	1.20516
Video conferencing	2.9570	1.37457
email	3.0075	1.27109

4. FINDINGS AND DISCUSSION

Table 1 shows that generally all the features analyzed manage to earn a mere neutral level of satisfaction. Students' satisfaction with the video clips in this course is $\bar{x}$=3.1161, SD1.27130 which suggest that video clips incorporated have to be fun, highest quality and has a good plot. This is suggested when plot of video clips

merely gains a mean of 3.0871, SD1.21789. The next feature is pictures. A mean of 3.0512 SD1.19477 which is a neutral mean induced the notion of types, quality and necessity of pictures are vital. Poor pictures may not only bore the users but also distract them. Unnecessary pictures can be excluded. Although sound/technical feature was included in the course, it merely received a neutral mean of 3.0462 SD1.25920. Developers have to reconsider the sound they used in the e-content for this MOOC course. Newer rhythm that is suitable for the participants' age group may demand some attention. Textual cartoons with $\bar{x}$=3.0968 SD1.25504 is also a neutral score thus worrying. This may hint that the developers might have overly assume the liking of the e-content. Cartoons presented in this course might be overwhelming for the students as this is an Ethnic Studies course mainly intended for a multi-racial country [5]. Mind maps is also one of the studied feature. With a mean of $\bar{x}$=3.1742 SD1.19281, it signifies that students may fail to comprehend the mind maps or deemed insignificant to them. Web activities $\bar{x}$=2.9345 SD1.20516 and video conferencing $\bar{x}$=2.9570 SD1.37457 received the lowest mean. These activities may have least used by the students or received the least attention from the lecturers due to their tight scheduled. As MOOC reduces lecturers' contact hours in one subject, it increases the amount responsibilities in others. This downhill effect is reported in [5]. Quizzes managed to secure a mean of 3.3763 SD1.2826. Although quizzes are mandatory for students, the quizzes presentation has to appeal to them. Some quizzes were rather cartoonish as developers have to adopt available format in MOOC platform. As lecturers do attempt giving feedback which received a mean of 3.3570 SD 1.19987, a slight depreciation in seen in using email $\bar{x}$=3.0075 SD1.2710 as a medium to giving feedback. To summarize ethnic studies MOOC course features merely receive a majority neutral mean satisfaction.

Conveniently sampled five MOOC developers cum lecturers were interviewed for their insight of MOOC's future. The gathered themes are: Boost developers' knowledge in ICT especially in producing e-content, employ full license MOOC platforms and software for better features and include some MOOC hours for consultation and giving feedbacks as part of teaching responsibilities.

As students become more visually and auditory oriented, these two features are vital in capturing students' interest [2]. [6, 7 and 8] warned the deterioration of students' satisfaction in e-content. Therefore, it is essential to ensure students' optimum engagement in learning.

5. CONCLUSION

To summarize, the data shows that MOOC e-content has to appeal to students. This ensure focus in learning. A need analysis of what would appeal to students is necessitate. Yet this survey has to detail out the feature of types, quality and necessity to the e-content. Poor features of these e-content may only distract learning.

6. ACKNOWLEDGMENT

Universiti Teknikal Malaysia Melaka (UTeM) and the research Management Centre of UTeM (CRIM) assist in financially in the publication.

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