



A brief guide to understanding MOOCs and its importance in higher education in Karnataka

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Abstract

Massive open online courses (MOOCs) are a recent addition to the range of online learning flat form options for rapid innovation. Beginning from 2008, MOOCs have been run by a variety of public and elite universities, especially in North America. The term 'MOOCs' represents open access, global, free, video-based instructional content, videos, problem sets and forums released through an online platform to high volume participants aiming to take a course or to be educated. With time and place flexibility, MOOCs gathers scholars and 'like-minded fellow learners around the globe' The concepts of MOOCs are described, placing them in the wider context of open education Many academics and universities have taken interest to host programmes in MOOCs. Identifying the potential to deliver education around the globe on an unprecedented scale. Many of these academics are taking a research-oriented perspective and academic papers analysing their research are starting to appear in the traditional media of peer reviewed publications. The main motive of this paper presents a systematic review of the published MOOC literature (2008-2020): peer reviewed papers are recognised through journals, database searches, searching in the Web, and chaining from known sources to form the base for this review. This is the first effort to systematically analysing review of literature relating to MOOCs, a fairly recent but massively popular phenomenon with a global reach., the impact of changes in funding and the implications for greater openness in higher education. The theory of disruptive innovation is used to help form the questions of policy and strategy that higher education institutions need to address. This identified current debates about new course provision. This report mainly helpful for decision makers in higher education institutions to gain a better understanding of the current event of Massive Online Open Courses (MOOCs) and trends towards greater openness in higher education and to think about the implications for their institutions, online learning and the changes that are currently taking place in higher education at a time of globalisation of education and constrained budgets.

Keywords: MOOC, massively open online course, systematic review, connectives

Introduction

The Massive Open Online Course (MOOC) is an emerging method in technological era of education. Because of its relative novelty, and the fact that some of its theoretical assumptions are still evolving, its applicability across a broad range of fields is untested – its applicability to education may be highly contentious. Currently, MOOCs might be considered passing fads, or, at best, on the fringe. It is possible, however, that MOOCs will have an influence on all education in the coming years. Before implementing a MOOC, it is crucial to understand the concept, and how the MOOC differs from a traditional face-to-face course, and even a "traditional" online course. This brief guide is designed to assist teachers and learners in understanding the concept of a MOOC.

What is a MOOC?

"MOOC" is an acronym for "Massive Open Online Course." The term was first coined as a result of a large online course run by George Siemens and Stephen Downes in 2008 [5]. The structure was inspired by other similar large courses, such as one run by Alec Couros, and the philosophy of connectivism. While readers will be familiar with the terms "online" and "course" in the context of education, the other terms in the acronym require explanation. The "massive" refers primarily to the many numbers of the students. For example, a MOOC with 200 students might not be considered "massive." MOOCs can easily have several 1000 students simultaneously engaged in the course. In the future, even this figure may be considered relatively small. The systematic and updated software used by instructor and students is open-source, registration is open to anyone, the curriculum frame is open (or loosely structured, and open to change as the course evolves), the sources of information are open, the assessment processes (if they exist) are open, and the learners are open to a range of different learning environments.

Need of MOOCs in higher education in India

In the modern era of Information revolutionary age, higher education has been gradually transferred from the activities based on individual experiences to a systemic and complicated project with the large amount of information and its own team. MOOCs are the outcome of the recent times, which have injected new vitality to higher education and driven its reform. Compared with the traditional teaching, MOOCs bear the outstanding features of free and open registration, an open curriculum, and open-ended outcomes, which make its wide popularity around the world. MOOCs have brought in golden opportunities for learners to access high quality courses more easily and for instructors to present their teaching capability on a larger platform. At the same time, MOOCs are faced with challenges such as the high rate of dropout compared with the high rate of enrollment, and the lack of effective evaluation system. The further development of MOOCs lies in the blended teaching combining the traditional classroom teaching and online teaching, the relationship between which is complementary.

Automated grading systems are being used in general. Yuan & Powell (2013) found that most of the assessment in MOOCs are implemented through multiple choice questions with automated answers and peer feedback.

Hardesty (2012) stated new techniques have been proposed for developing more sophisticated automatic grading systems and trends are emerging to try to include feedback from a variety of sources such as machine algorithms, teachers, experts, and peers.

Basically, MOOCs courses based on three areas of student engagement (Grainger, 2013): Video lectures: Video lectures in MOOCs have various presentation styles, from talking heads to lecturing instructors. Subtitles (primarily English, but other languages are being introduced) are provided by Course.

A study performed by the University of Illinois Springfield that reviewed MOOCs showed that the MOOCs tended to:

- a. The aim of this study is to address the effect of Massive Open Online Courses MOOC factors implementation on the continuance intention of students.
- b. Be objectivist rather than constructivist
- c. Be primarily teacher-centered
- d. Focus on convergent answers
- e. Be highly-structured
- f. Provide a mix of abstract and concrete content
- g. Rely on feedback generated by learners
- h. Focus on individualistic learning, with some encouragement towards online meet-ups and discussion forum participation
- i. Possess a mix of authentic and artificial assignments
- j. Set the user role in the middle between active and passive

The importance of MOOCs in education, and especially in higher education, is currently a hot topic. For some students and educators, MOOCs present challenges in terms of quality, consistency, and delivery of courses and programmes.

The question in itself raises other questions like: Are students moving toward a common goal? Are there quality educators present to guide students through the materials? How do we measure the academic rigour of these courses?

Educators are challenging the quality of learning that MOOCs can provide and the competencies and skills that students can gain. Educators and learners are asking 'if everything that can be learned online can be considered "online learning"? For learners looking for MOOCs to boost their knowledge in many different areas, MOOCs are indeed a learning tool and are a part of online learning.

In most cases, students will not automatically receive a certificate for completing a MOOC due to the fact that currently, none of the MOOC providers offers free certificates.

However, if you pay a fee (usually a small one), MOOC providers offer paid certificates once you complete a MOOC. Usually, students will have to provide proof they actually attended the online course and each MOOC provider has a different system regarding these paid certificates.

Carefully read the individual information about any certificates available, and the costs involved, for any MOOC(s) you are thinking of enrolling in.

Conclusion

The LMS is still in live even though, but there are signs that its limits are becoming restraints on learning, and that further adjustments may not meet the demands of future learning. The emergence of the MOOC is one of these signs.

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