

# **A Study on Role and Impact of MOOCs in Enhancing the Learning Experience of Post Graduate Students of Management**

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## **Abstract:**

Massive Online Open Course (MOOC) is an open online course that enhances and provides learning opportunities to students. In view of this, the study throws light on the impact of MOOC on Post Graduate Students of Management. Despite the growing interest in MOOCs applicability in higher education, very little is known about the impact of MOOC among postgraduate students in their programme. For this study Post Graduate Students of Management were selected and the study says that they are aware of MOOCs as they are registered in MOOC course. The study also highlights on the point that MOOC not only enriching their knowledge but also encouraging them for entrepreneurial activities in the future. This study demonstrates that the platforms and contents of the MOOC have a major influence on the students in a positive manner towards achievement of their goal.

**Keywords:** *MOOC, Post Graduate Management Students, Knowledge*

## **I Introduction:**

Massive open online courses (MOOCs) are a flexible and open form of self-directed, online learning designed for mass participation who has an Internet connection. While there are varying degrees of access across myriad providers and platforms, and a diverse array of course content on every imaginable subject, an underlying principle central to MOOCs is that they are freely available. This differs greatly from the tuition-based model of higher education in many countries across the world.

Elements of online open education have been in place as early as 2002, when the Massachusetts Institute of Technology's (MIT) Open Course Ware initiative, which provided free and open access to the same educational materials that enrolled MIT students used, was rolled out. The first true MOOC, however, was "Connectivism and Connective Knowledge" developed and taught by Stephen Downes and George Siemens in 2008. This course focused on the constructivist approach to knowledge and learning, which was both the subject and organization of the course. Constructivism, or networked learning theory, emphasizes the role of socialization and technology, among other elements, in learning; courses modeled on this approach were called constructivist MOOCs, or cMOOCs.

The term MOOCs was originally coined by Dave Cormier of the University of Prince Edward Island in 2008 for a large online class taught by George Siemens of Athabasca University and Stephen Downes of Canada's National Research Council Canada.

Most MOOCs share these qualities:

1. Course participants are likely to be distributed all over the world.
2. Course content is not located in any one place, but found all over the web.
3. The online classroom is one of many hubs where interaction occurs, which can also include personal blogs or portfolios, websites, social networking sites, and more.

4. Participants and instructors aggregate remix and repurpose the content during the course.
5. The courses do not have specific requirements, but participants are required to stay up to date with rough schedules.
6. Most MOOCs are free; there may be a fee if the participant is working toward a form of accreditation.

## **II. Objectives**

1. To know about the role of MOOC on the students' learning process.
2. To know about the awareness of MOOC among the Post Graduate Students of Management.
3. To analyze the impact of MOOC on Post Graduate students of Management.

## **III. Hypothesis:**

H<sub>0</sub>: MOOC do not have significant impact on Post Graduate students of Management

H<sub>1</sub>: MOOC have significant impact on Post Graduate students of Management.

## **IV. Literature Review:**

MOOCs are the subject of increasing attention, both in the popular press (e.g. Pappano, 2012, Kovanović et al., 2015) and as a topic for academic research. An early systematic review of MOOC research was provided by Liyanagunawardena et al. (2013). This review found that much of the reported empirical research followed a case study approach; it also highlighted a number of gaps in the literature including a lack of exploration of MOOC experiences in the developing world and a lack of research considering the perspective of MOOC non-completers.

Raffaghelli, Cucchiara, and Persico (2015) similarly found a high reliance on case studies in their review of methodology within the

MOOC literature. Ebben and Murphy (2014) provide a systematic review of MOOC scholarship, highlighting two distinct phases of discourse: from an early connectivity focus to a later behavioral focus. In this later phase the growth of learning analytics is highlighted, with the process of delivering MOOCs itself providing a rich source for data mining to better understand learner behavior.

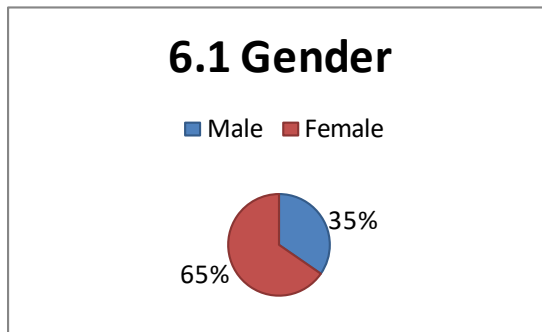
Marks, Sibley, and Arbaugh (2005) argue that researchers should study three aspects of online learning: instructor-student interaction; student-student interaction and student-content interaction. In an empirical study they found significant effects of both the instructor-student interaction and student-student interaction on self-rated learning effectiveness, with the instructor-student interaction having twice the effect of student-student interaction. They were unable to demonstrate statistically significant effects of the student-content variables in their model, however these were measured by single-indicator latent variables related to presentation features, some of which were rarely used in the sample of courses (such as use of streaming audio, streaming video) and some of which were ubiquitous (e.g. PowerPoint presentations).

## **V. Research Design**

The present study is to analyze the role and impact of MOOCs on learning process of Post Graduate Students of Management. The population for the present study is Post Graduate Students of Management who were enrolled in MOOC course. A set of questionnaire were distributed to respondents through Google forms. A total sample of 52 respondents participated in the survey. A descriptive statistical analysis was employed in analyzing and interpreting the data. The data was analyzed in terms of the mean scores. The values provided further interpretations of the findings in answering the research questions.

## VI. Data Analysis

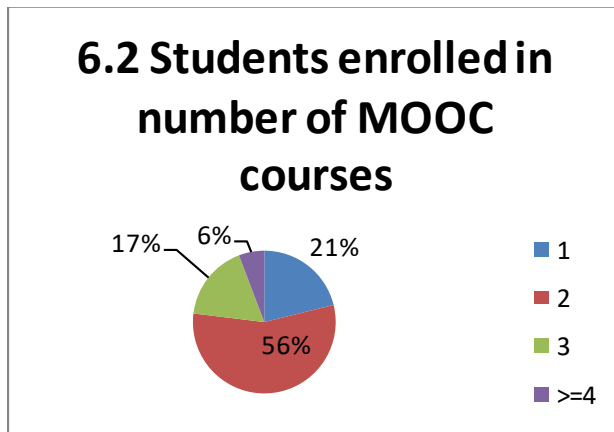
### 6.1 Gender of Respondents



Source: Primary Data

**Interpretation:** From the above graph it is clear that the maximum respondents are female as compared to male.

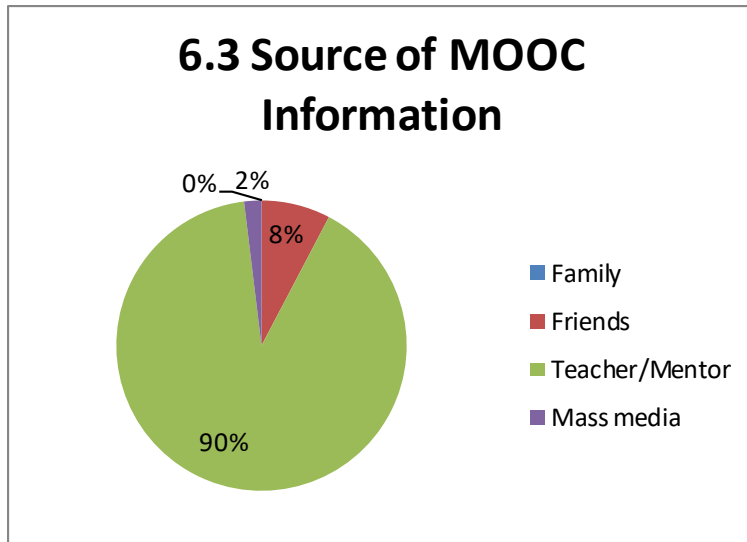
### 6.2 Students Enrollment in MOOC.



Source: Primary Data

**Interpretation:** The students are showing a positive response for joining the MOOC course and most of the students enrolled in 2 courses followed by 3 courses and 1 course and very few opted for more than 4 courses

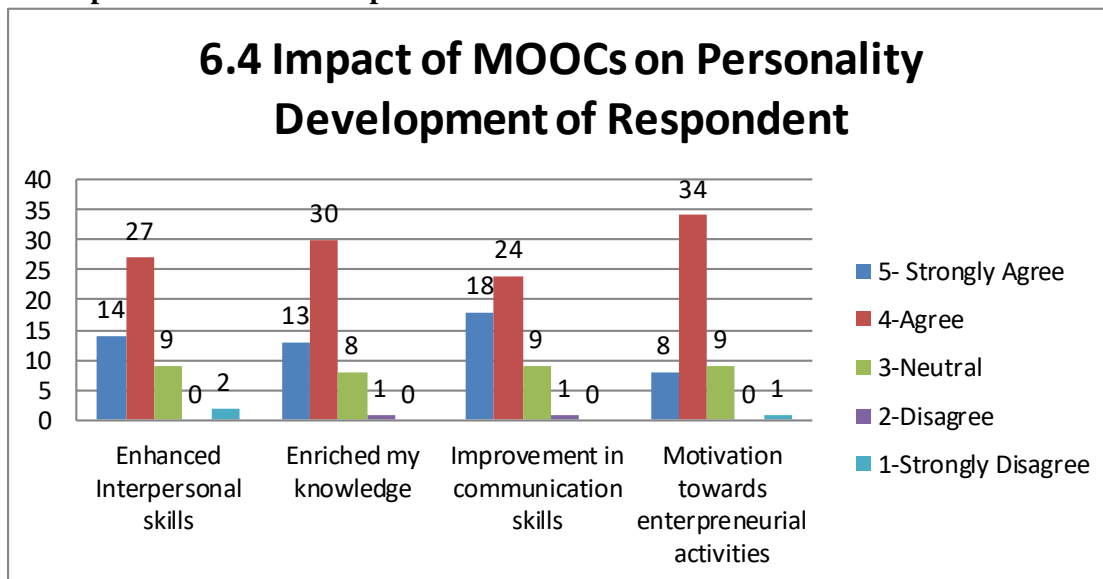
### 6.3 Source of MOOC Information:



Source: Primary Data

**Interpretation:** The major source of information to students regarding MOOC is Teacher/Mentor 90% as they are not aware about the MOOC course, its registration process and other information regarding course. The other sources through which students came to know about MOOC are Friends 8%, Mass media 1%.

#### 6.4 Impact of MOOC on Respondent:

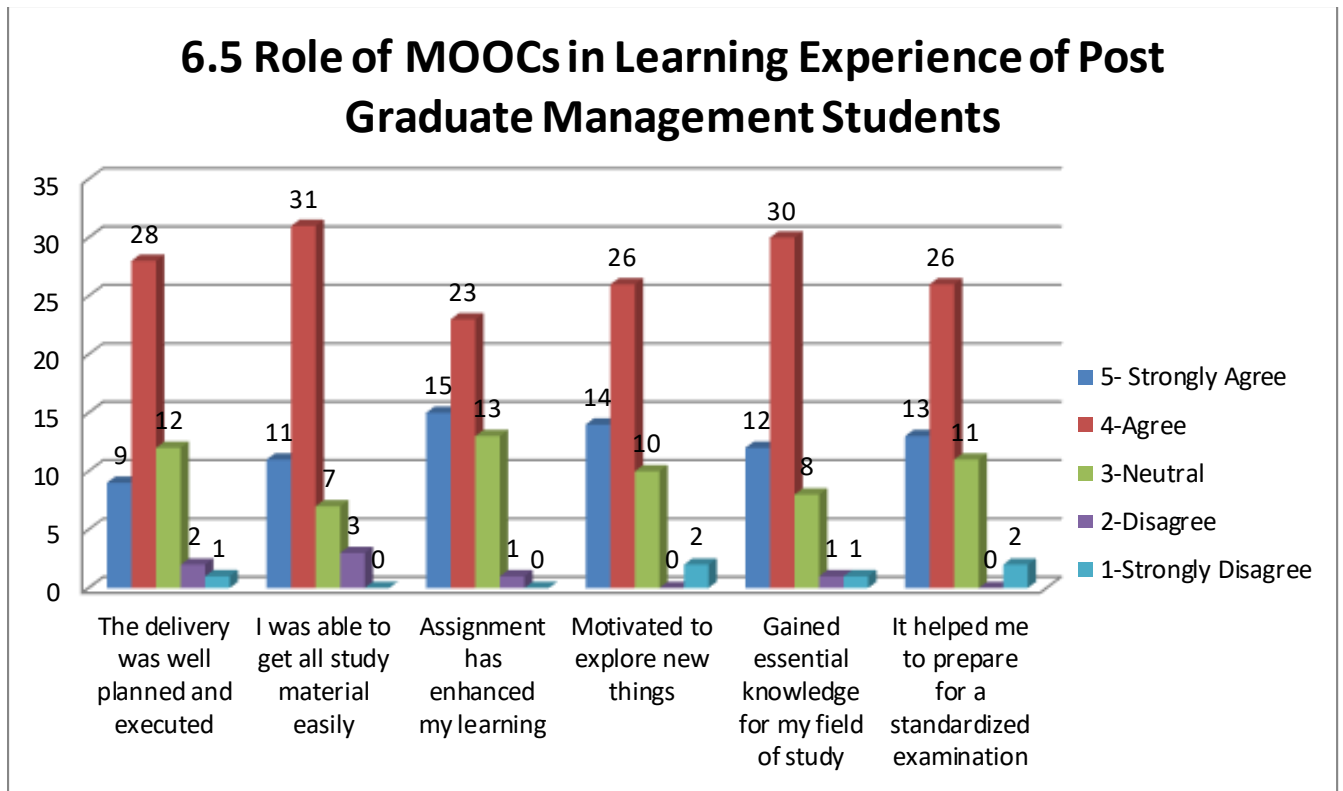


Source: Primary Data

**Interpretation:** As per the data collected it is learnt that among respondents who completed courses, MOOCs do have a real impact on them in terms of enhancing interpersonal skills, enrichment in knowledge, improvement in communication skills and motivation towards Entrepreneurial activities. The research was done by collecting data from 52 students who have completed course and the data is represented in the graph below which indicates that maximum respondents i.e., more than 50% are in opinion of enhancing

interpersonal skills, knowledge and motivation towards entrepreneurial activities and improvement of communication skills.

**6.5 Role of MOOC in Learning Experience of Post Graduate Management Students:**



Source: Primary Data

**Interpretation:** Maximum respondents tended to describe positive outcomes from learning experience.

From the above graph it is understood that out of 52 responses 9 respondents strongly agree and 28 respondents agree that there is better planning and execution of lecture whereas 3 students are not in favor of the opinion while 12 respondents are in neutral position.

Out of 52 respondents 11 students strongly agree and 31 students agree that there is easy availability of study material, 7 respondents are in neutral opinion and the rest are not in opinion of the same.

For assignment 15 respondents strongly agree and 23 students agree that assignment has enhanced their learning while 13 respondents are in neutral opinion and 1 student is not in opinion of the same.

Maximum respondents are in the opinion that MOOCs have motivated them to explore new things, to gain essential knowledge for their required field and also helped them for a standardized examination.

In overall scenario it is clearly understood that MOOC had a positive learning experience and significant impact among the respondents.

**Hypothesis Testing:** The hypothesis is tested by calculating the Descriptive Analysis through Data Analysis (Excel).

From the below table it is clear that the mean value is above 2.5 which the researcher has

considered the average value and all the parameters have the mean score above 2.5 so our null hypothesis is rejected and alternate hypothesis is accepted that MOOCs have a significant impact on Post Graduate students of Management.

**Table showing Descriptive Analysis for Impact of MOOC on Students**

Parameters	Count	Mean	Standard Error	Standard deviation
Enhanced Interpersonal skills	51	3.98	0.13	0.91
Enrichment in knowledge	51	4.04	0.10	0.69
Improvement in communication skills	51	4.14	0.11	0.78
Motivation towards entrepreneurial activities	51	3.92	0.10	0.72

Source: Primary Data (calculation done by Data analysis)

### VII. Findings:

1. Maximum respondents are female as compared to male.
2. The major source of information to students regarding MOOC is Teacher/Mentor.
3. Maximum students i.e., more than 50% are in opinion of enhancing interpersonal skills, knowledge and motivation towards entrepreneurial activities improvement of communication skills
4. Maximum respondents had a positive learning experience through MOOC.

### VIII. Conclusion:

The aim of this research was to reveal the postgraduate students' perceptions of the MOOCs they took. MOOCs are serving as a facilitating learning platform to the learners due to features like user friendliness, accessibility and sharing opportunities. In the teaching and learning process and outcomes, the postgraduates seem to agree that MOOCs had provided them with opportunities that encourage meaningful and

hands on learning which suit their learning needs. MOOCs enabled them to engage meaningfully, interact with others and receive immediate feedback which has enabled them to improve their practice.

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