ICT Best Practice: MOOC Courses in Higher Education

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Abstract: This research paper is the study of various MOOC courses available on Internet, and its advantages. A detailed discussion about this MOOC advantages and limitation with hand to hand benefits of other resources available in Internet for higher education purposes. MOOC courses and popularity are the prominent factor for student self learning and advancement in knowledge.

IndexTerms – **MOOC courses in Internet, Study online on Internet, Free courses on Internet, Teach me on Internet, Short term courses on Internet, Free course for higher education, Online courses on higher education**
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I. INTRODUCTION

The Massive Open Online Course (MOOC) movement is playing a pivotal role in transforming the higher education. Courses designed for large numbers of participants, that can be accessed by anyone anywhere as long as they have an internet connection, are open to everyone without entry qualifications, and offer a full/complete course experience online for free(OpenupEd 2015). The impact of MOOC is questionable due to long history of revolutionary potential in Open Distance Learning as expressed by the "hope, hype and disappointment" (Gouseti, 2010). As more initiatives are launched, millions of people around the world continue to participate in MOOCs through a small but growing diversity of courses and platforms; and they continue to attract a high level of interest from reputed educational institutions, senior politicians, policy-makers and popular media houses. The key point is that different interest groups and stakeholders have quite different reasons for promoting MOOCs and therefore the opening up of education agenda must be seen alongside powerful forces that view online learning as a means of intellectual development, enhancement in self esteem, increasing competition between institutions, introducing new business models with reduced public funding for universities, and the creation of a global higher education digital marketplace (Brown et al., 2015). Krause and Lowe (2014) present a useful synthesis of the claims made about the promise and perils of MOOCs. On the one hand, they show that MOOCs have the potential to challenge the closed and privileged nature of academic knowledge in traditional universities. That said, in many respects this feature of openness is a profound second order outcome of the Internet rather than a result of MOOCs per se. Moreover, there is high dropout rates for MOOC courses and only handful of MOOC courses are available by few universities which provides the pathways and supports to recognise the academic qualifications.

Nevertheless, the growth of the MOOC has potential to address the problem of meeting increasing demand for higher education, particularly in developing countries where it is almost impossible to build enough traditional institutions to cope with the number of prospective students. Daniel (2012) believes the new openness movement is a real game changer, as it has potential to widen access to life-long learning, address key gaps in skill development, and ultimately enhance the quality of life for millions. There is even some hope in India that MOOC courses may be able to play an important role in closing the growing inequality gap of literacy and in reducing youth unemployment. The national institutes of India like IIMs and IITs also have started MOOC courses. The Government of India has also decided to start 350 online courses through SWAYAM (Budget 2017-18). There is a need to create a solid systematic structure for the validation and recognition of accomplishment of the courses from online sources as Coursera, Edx and SWAYAM, UGC, and other educational authorities which seeks cooperation between these institutions. The present paper describes the claims and counter-claims which addresses the opportunities and threats of the MOOC movement, as perceived by a random sample of experienced Open Distance Learning educators working in the area. The present study sought to hear from a selected group of educators with a strong commitment to the goal of opening up access to higher education. More specifically, the study was designed to examine the impact of MOOC movement on higher education as opportunity or threats. The data has been gathered and analysed with the research objectives with regard to degree teachers' perception on the use of MOOCs in degree Colleges in Bengaluru, state of Karnataka and Ranchi, state of Jharkhand. Set against the above claims and counter-claims, the paper describes an effort to address this gap in the literature by documenting the opportunities and threats of the MOOC movement, as perceived by a random sample of experienced leaders working in the area on Open Distance Learning programmes.

II SIGNIFICANCE OF STUDY

The study aims to provide authentic information for parents, educators and policy makers to reflect upon various factors that help the MOOCs to be a successful tool to educate millions of learners. In doing so, they can investigate the possibility of introducing those factors to their institutions, which may consequently lead to enhance learners' educational outcomes. This study will also be significant because the findings will stimulate the awareness on the importance of MOOCs and strategies that would reduce negative effects of MOOCs on learning environment. The findings of this study will also be useful to understand the opportunities and threats in relation to MOOCs. Further it will also act as a reference point to other interested scholars interested in this area of research.

2.1 RESEARCH DESIGN

In this research, quantitative methodology has been used to collect and analyze the data obtained from all the respondents. A questionnaire developed and used by Ghazinoory, Abdi & Azadegan-Meh,2001; Zavadskas, Turskis & Tamosaitiene 2011; Robert Schuwer, Ines Gil-Jaurena, Cengiz Hakan Aydin, Eamon Costello, Christian Dalsgaard, Mark Brown, Darco Jansen and Antonio Teixeira (2015) have been administered among respondents. A total of 300 have been selected randomly as sample of the study. The sample responded to the statements given and chose their answers based on their perceptions. The survey has been distributed by hand to the respondents.

2.2 DATA COLLECTION PROCEDURES

Data collection defines the procedure for collecting data by the researchers. Four identified degree colleges of each city were included in the study. The questionnaire has been equally distributed to 450 teacher educators identified for the study, each 225 from both the cities colleges. They have been given one week to fill the questionnaire and return it to the researchers. All of the participants volunteered themselves in the research. Some questionnaires have been with missing information that details could not be used as a contribution in this research. Finally 300 questionnaires have been used by the researchers for data analysis of which 150 male and 150 female educators.

2.3 DATA ANALYSIS PROCESS

The data collected from the respondents have been gathered together to be analyzed using the Statistical Packages for the Social Sciences (SPSS) version 21. The analysis includes inferential analysis. The researchers used descriptive analysis to analyze the mean and standard deviation. Inferential statistics (t-test) has also used to analyze the research findings.

2.4 HYPOTHESIS TESTING

There is no relationship between gender and the use of MOOC to support teaching and learning in the classroom. There is a relationship between gender and the use of MOOC to support teaching and learning in the classroom. The result shows in independent t-test means, that the use of MOOCs in teaching and learning in the classroom of the male (M=2.08, SD=.997) is higher than the use of MOOCs in teaching and learning in the classroom learning of the female (M=2.04, SD=.992) is insignificant, t=.174, d.f.=98,p=.0005, however, since the $p<.05$ so the null hypothesis is rejected and alternate hypothesis is accepted, and the means of two groups are significantly different from each other. Thus, the data provide sufficient evidence to conclude that the use of MOOCs in teaching and learning in the classroom by males are higher than among the females.

III FREE ONLINE COURSES

- University of Geneva. English. ...
- Indian School of Business (ISB) English. ...
- Indian School of Business (ISB) English. ...
- Indian School of Business (ISB) ...
- Indian School of Business (ISB) ...
- IIMBx, Indian Institute of Management, Bangalore. ...
- Indian School of Business (ISB) ...
- Indian School of Business (ISB)

IV MOOC IN HIGER EDUCATION

MOOCs, or massive open online courses, have been at a furious pace. MOOCs are a new type of e-learning class, which are consisted of short video lectures, computer-graded tests, and online discussion forums. They are usually for free and sometimes by fee. MOOCs have been positioned as hybrids of previous attempts at online distance education opportunities, such as Open Coursewares (OCWs) and Open Educational Resources (OERs) [1]. However, in spite of widespread adoption, the instructional quality and business model of MOOCs are still under the question. Need of adequate instruction and business strategies for utilizing and operating MOOCs in higher education has been highly required.

USA	Europe	Asia-Oceania
Cousera (2012): 1905 courses	FutureLearn (2012, UK): 351 courses	KMOOC (2014, Korea): 18 courses
edX (2012): 975 courses	Open Classrooms (2007, France): 25 courses	JMOOC (2013, Japan)
Udacity (2012): 141 courses	OpenHPI (2012, France): 30 courses	Xuetang (China)
Peer to Peer Univ. (2009)	iversity (2013, Germany): 93 courses	NPTEL (2006, India): 96 courses
NovoEd (2013): 77 courses	ALISON (2007, Ireland)	OpenLearning (2012, Austria)
Canvas: 345 courses	MiriadaX (Spain): 168 courses	Rwaq (2013, Saudi Arabia)

MOOCs for higher education have rapidly expanded in the USA, Europe, Asia-Oceania, etc. , since 2008: Cousera and edX in the USA, FutureLearn (UK), iversity (Germany), MiriadaX (Spain) in Europe, KMOOC (Korea), and OpenLearning (Australia) in Asia-Oceania.

The number of students who have signed up for at least one course surpassed 35 million in 2015, which is higher than an estimated 16-18 million from the previous year. In 2015, Coursera accounted for nearly half of all MOOC students (17 million) and 35.6% of MOOC courses. edX is the second ranked provider with just over 18% of all courses. Canvas network comes in third with 6.92% of courses, followed closely by future learn at 5.68%. Future Learn, which is grown by 275% with an estimated user base of 3 million, is now the third-ranked provider by enrollment. The percentage of courses in English decreased slightly from 80% in 2014 to 75% in 2015. It is caused by the growth of France Unverste Numerique (FUN) and the Spanish platform Miriada X.

MOOC service	Coursera	edX	Canvas	FutureLearn	Miriada	France Université Numerique
Market share	35.6%	18.1%	6.92%	5.68%	3.66%	3.33%
MOOC service	Udacity	Open Education	Rwaq	Diversity	NovoEd	Others
Market share	2.95%	2.12%	1.83%	1.78%	1.63%	16.4%

Less than 10% of the students who sign up typically complete the course. Most participants participate peripherally. Some students did not care whether they could complete a course receive a certificate. Instead, they wanted to learn something based on specific needs. The most basic solution to the problem of poor completion rates is to motivate the learners to participate in the activities of MOOCs. Clow's model is useful for motivating MOOC's learners. He creates the funnel of participation metaphor to describe the activity and completion rates in MOOCs.

MOOC AWARENESS → REGISTRATION → ACTIVITY PROGRESS → STUDENT COMPLETION
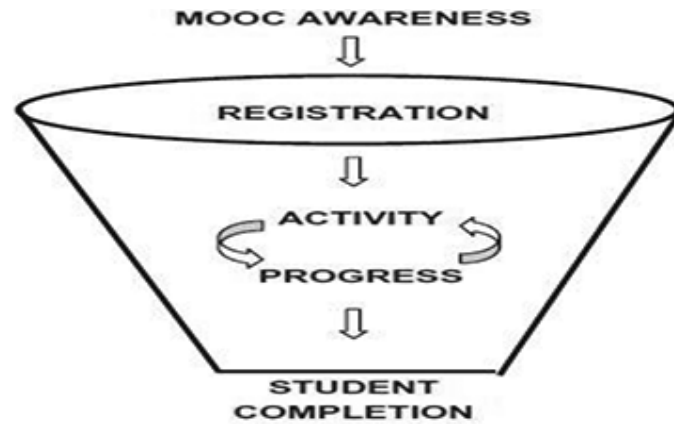
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