



A Study on Impact of Massive Online Courses in Expanding the Skills Among Youths

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ABSTRACT

A Massive Open Online Course (MOOC) is an online course aimed at unlimited participation and open access via the web. E-education or online education is changing the way we approach teaching and learning. Online education in its various ways has been growing steadily worldwide due to the union of new technologies, the Internet, and intensifying demand for a workforce trained periodically for the evolving digital economy. As information and communication technologies have kept advancing, online education has become more feasible technologically, economically, and operationally. Information technology has been influencing almost all aspects of our lives: the way we work, interact with others, share information, entertain and educate ourselves. For many years, Indian universities and colleges were not permitted to offer more than 20 percent of a degree online, in part because of concerns about quality and limited mechanisms for oversight and regulation. Now, to widen access to higher education and raise the profile of Indian institutions globally, restrictions on online learning are starting to lift. India has thousands of colleges and universities, but few have the campus facilities or resources to accommodate a 50 percent increase in students over the next 15 years. With no financial support to build new facilities or open new universities, enrolling students online seems the logical solution to boost capacity. So due to this we see that today's youth are very keen in building up their profile, especially in this pandemic scenario and to give light to these aspects this research will be taken forward. This paper study on the objectivises to give a brief survey study on how Massive Open Online Courses (MOOC) is expanding the skills among youths. To understand the impacts of Massive Online Courses. To understand the ways the youth can use this to increase their outlook for jobs and status in the society The study also is in progress to comprehend the ways Covid-19 and Lockdown has changed the inheritance of skills that were at one time only through one-one teaching or could 'only' be self taught. To understand the Discussion Over Traditional Way of Skill Teaching and Online Learning. The purpose of this paper therefore is to shed light on our youth's skills, employability and the use of MOOCs to provide flexible and affordable learning opportunities to students and graduates. The

methodology of the study includes the data collected by quantitative random sampling method, with questionnaire submitted to the youths and teachers through online platforms.

Keywords: Online learning, E-courses, Knowledge, Skills, E -learning

INTRODUCTION:

A Massive Open Online Course (MOOC) is an online course aimed at unlimited participation and open access via the web. E-education or online education is changing the way we approach teaching and learning. A massive open online course (MOOC) is a free Web-based distance learning program that is designed for the participation of large numbers of geographically dispersed students. Online education in its various ways has been growing steadily worldwide due to the union of new technologies, the Internet, and intensifying demand for a workforce trained periodically for the evolving digital economy. Massive Open Online Courses (MOOCs) have been a relatively recent entrant in the field of online learning, yet with their “massiveness” and “openness” were posited to have the potential to transform learning and development in developing countries by providing willing learners with ready access to knowledge and Higher Education (HE). Moreover, for ensuring a sustainable and advanced society in the 21st century industrial setup, people are desirous to receive a global form of learning as they tend to follow the principle that is, “earning while learning”. In this context, the various types of online courses, Massive Open Online Courses (MOOCs) and Open Educational Resources (OERs) provide myriad opportunities to the people by introducing them to a global form of learning. Against this background, the introduction of MOOCs in India for providing lifelong learning opportunities might work in a big way. However, to what extent, can MOOCs promote the idea of lifelong learning in a vast country like India needs to be discussed in greater detail.

This type of e-Learning system shows a considerable amount of difference than the Traditional classroom style education because it enables learners to overcome the spatial, Temporal and environmental limits. For example, MOOCs are available online at any time, Regardless of the daily life hours, which implies that students can get access to all the Course materials other than the official school hours. Not only can the learner retrieve readings, texts, and video contents, but also live forum based interaction from other

Students and instructors around the globe is made possible thanks to the assistance of the Network, even solving the spatial limitation issue

REVIEW OF LITERATURE

According to Palanati Durga Prasad, K.V.N.Sunitha, B.Padmaja Rani recently published research paper in International Journal of Innovative Technology and Exploring Engineering (IJITEE) (2019) entitled “**Factors Affecting Students Continue Intention to Use MOOCs, Benefits and Drawbacks. A Research Paper from the UAE Context**” stated that the idea of MOOCs, they are becoming dominant in the online educational market by attracting thousands of students. MOOCs have been cited as the most beneficial to increasing accessibility, potential for student engagement, and expanding lifelong learning opportunities. MOOCs are exploited to enhance teaching and learning. On the one hand, MOOCs offer teachers the opportunity to reach a large number of students worldwide. A dozen MOOCs in UAE have been developed and published on MOOCs platforms such as Coursera and edX. In UAE many schools have promoted and launched MOOCs programs to enhance quality of their educational standards and services

Dr. Umesh Arya Research title “**The Rise of MOOCs (Massive Open Online Courses) and Other Similar Online Courses Variants –Analysis of Textual Incidences in Cyberspace**” published in *Journal of Content, Community & Communication* tried to sketch the canvas of online education and learning in various possible ways for Asia in General and India in particular. Since the internet medium is a dynamic world of change a mere quantitative analysis may not be the only conclusive method of gauging the popularity and potential of such trendy developments hence more such studies, both quantitative and qualitative with different objectives and scope are recommended .From Asian perspective, MOOC has received a very good mention in frequency terms, in the documents hosted online. In all the countries (except Singapore) having top education system, the MOOC keyword was mentioned maximum after Online course. MOOC, at best, can be regarded as an upcoming terminology in virtual education and till date it has not gained its desired position in India vis a vis its other similar keywords. OCW has becoming redundant very fast and “free” stuff movement is catching very fast. Overall, Madhya Pradesh has significant potential for the online system of education.

OBJECTIVES:

The main objective of this study is

- To give a brief survey study on how Massive Open Online Courses (MOOC) is expanding the skills among youths.
- To understand the impacts of Massive Online Courses.
- To understand the ways the youth can use this to increase their outlook for jobs and status in the society
- The study also is in progress to comprehend the ways Covid-19 and Lockdown has changed the inheritance of skills that were at one time only through one-one teaching or could 'only' be self taught.
- To understand the Discussion Over Traditional Way of Skill Teaching and Online Learning.
- The purpose of this paper therefore is to shed light on our youth's skills, employability and the use of MOOCs to provide flexible and affordable learning opportunities to students and graduates

METHODOLOGY:

The random survey method was conducted with the 800 samples of distributed the questionnaire, to the youths and teachers through online platforms certain interviews also done even materials has been collected from journals , magazines for study .

MOOCS: THE EARLY YEARS

The first MOOCs date back to 2008 with online courses by David Wiley, Utah State University, and Alex Couros, University of Regina. The term Massive Open Online Course was used for the first time by Georges Siemens and Dave Cormier in reference to Stephen Downs and Georges Siemens' "Connectives' and Connective Knowledge" (CCK08) course.

The course was given in 2008 at the University of Manitoba, in Canada, and taken by 25 students who attended in-class courses as well as 2,300 Internet users. Course content was cobbled together using various online tools available at the time: a wiki, a blog, RSS feed, Moodle forum, Page flakes, Twitter, and the UStream platform. Some students even discussed course material via the Second Life virtual world.

It was not until 2011 that MOOCs would make a name for themselves in the media. In just a few weeks, “Introduction to Artificial Intelligence” had over 160,000 enrollees ready to follow the first lessons. The size and media impact of the course makes it one of the most memorable in the short history of MOOCs. The project significantly contributed to the development of MOOCs and the first American online education platforms including Coursera, Udacity, and EdX.

THE 4 CHARACTERISTICS OF MOOCS

Massive Open Online Courses are available online, often free of charge, and provided by recognizable institutions. These online courses respect certain technical specifications and the following four characteristics: they leverage web formats, are collaborative, contain evaluation modules, and are limited in time.

1. USING WEB FORMATS

MOOCs heavily rely on different web formats. Consequently, the large majority of courses consist of pre-recorded videos that are streamed by users. To create content tools like YouTube or Vimeo are commonly used. Streamed videos are meant to simulate the presence of the trainer. MOOCs can also use live-streams to create a virtual classroom environment. Occasionally, teachers also organize live sessions with their students using tools like Hangouts or Ustream. This is a unique opportunity for students to get in touch with the trainer directly and ask questions. MOOCs also offer meetups and in-person get togethers. Meetups are generally organized by MOOC participants who want to meet up with other course participants in their area. They are an opportunity to discuss course topics but also work on group projects.

2. COLLABORATIVE LEARNING

One Key aspect of MOOCs is their collaborative component. During a MOOC, everything possible is done to recreate the in-class experience, including the use of collaborative tools. Rather than a vertical distribution of knowledge, MOOCs allow for the emergence of learning communities where the input of each participant enriches the course. Social Q&A Forums (advanced forums with voting functionalities), Face book groups, meetups, or peer corrections are used to encourage and develop collaboration.

3. ASSESSING KNOWLEDGE

In addition to content designed to convey knowledge, MOOCs offer tools to assess the transfer and retention of this knowledge. These modules help make courses more dynamic and interactive and generally take the form of multiple-choice exams, programmed tests, or essay questions that are corrected automatically, by teachers or by classmates. Additionally, MOOCs can offer certificates to those who have completed the course. These certificates are how most American MOOC platforms monetize their content.

4. TIME LIMITS

The final characteristic of MOOCs is the notion of time limitations. MOOCs have specified start and end dates. Course content (documents, videos, exercises, etc.) is delivered sequentially, each week. For the learner, coursework is spread over time. Temporally structuring course content helps make it seem like a series of mini events and allows for the creation of an efficient communication strategy including teasers, email updates, etc. It is also an effective means to ensure that the MOOC mimics a traditional attended course with weekly classes.

All of these criteria combined create MOOCs. Taken apart, they were already present in online learning, in some form or another. What made the MOOC format unique is that for the first time all of these elements were used simultaneously in a single course format.

IMPLICATIONS ON MOOC'S APPROACH ON BRIDGING DIGITAL DIVIDE

Education Platform and Digital Literacy Since MOOCs have the motto of “free education for all,” it complies with the concept of open educational resources, which have been mentioned earlier in this text. Digital technology enables redistribution of resources, under the premise

of learners having access to digital devices. The learners must also have their familiarity with digital technology, with environments having easy access to digital media, digital contents, and so on. The capability of an individual on digital literacy plays a crucial role in the self-sustained regular access of online-based educational material. Through MOOC, education is open now, however only the “ones who know how to use it.” can benefit from the state. The fact reveals an essential notion that improving the overall digital literacy on society will provoke positive effect on education, creating opportunities for the actual participants.

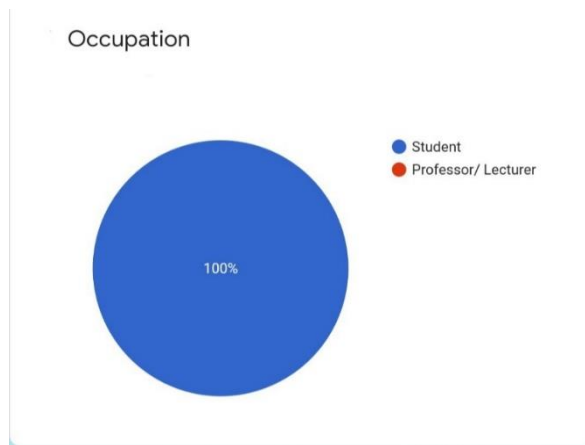
DEVELOPING COUNTRY’S PERSPECTIVE

Governments supporting public institutions in developing countries have a vast amount of interest in the adoption of such educational platform. The potential of such platform, when cleverly well-made and prepared, giving guidance to a large number of students attract officials in not just education departments, but also almost every area of studies. The percentage of people having higher education in developing countries is growing, but still, has a long way to go. MOOCs offer courses mostly taught as university subjects, some with prerequisites on topics from secondary education. Recently, using the same principles of MOOC, innovative types of MOOCs have drawn attention in that those platforms provide the elementary and secondary school. The revolutionary Khan Academy represents a primary math-learning platform, filling in

the students’ need for better knowledge on math. Sometimes MOOC works on not only students but also on the teachers in educational institutions in that MOOC gives inspiration on the ways of teaching. Instructors can learn “how to teach” from the sample MOOC courses, providing an opportunity to rethink and improve their way of teaching. Especially in developing countries, where not many human resources are present, MOOC can play a role in reducing the size of the educational gap, bring in more knowledge into society, and thus reach a state of the digital equity.

DATA COLLECTION

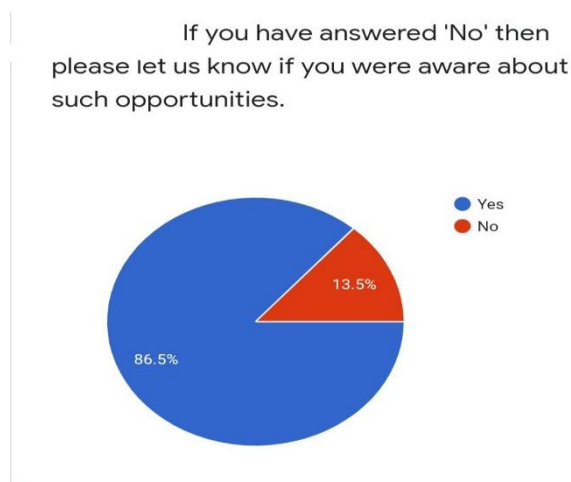
An online survey method was done to conduct a study on how MOOCs helps to expand skills in today's youth. There were a total of 13 questions regarding MOOCs. Most of the recipients were students under the youth category



Graph 1.1

DATA ANALYSIS

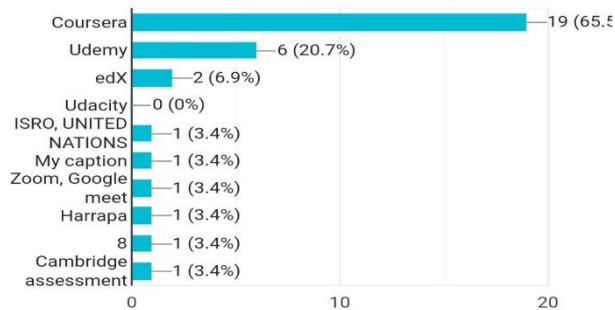
By the data procured, we have come to an analysis that the maximum utility of MOOCs are done by the students for either additional knowledge, academic purposes or for building up their resumes.(graph 1.1)



Graph 1.2

When the recipients were asked if they were aware about such opportunities, according to the data the percentage of students answering Yes is 86.5% and No is 13.5 %.(**graph 1.2**)

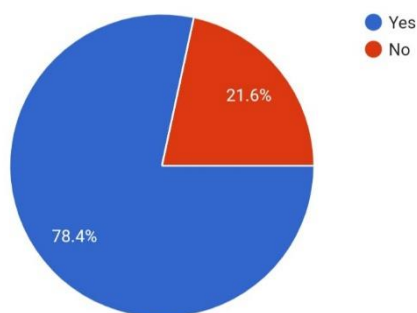
If 'Yes', which of the platforms have you used?



Graph 1.3

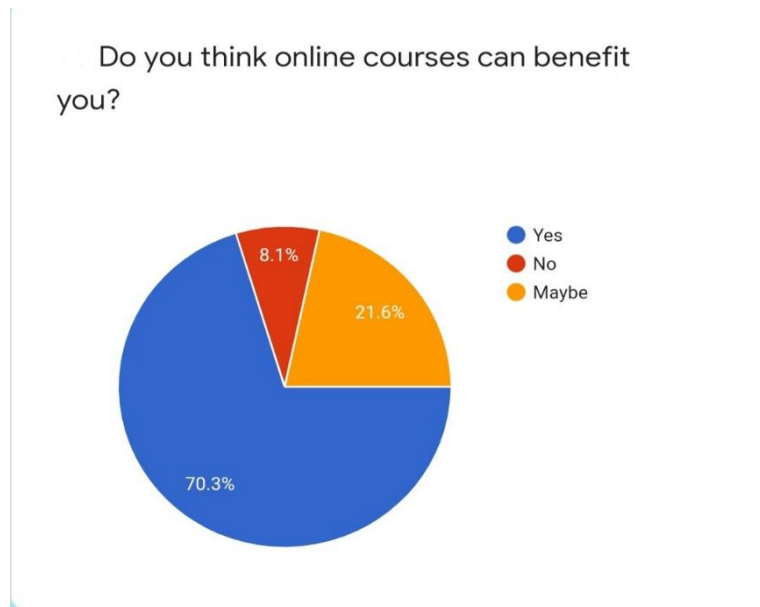
For those who answered 'Yes', the next question was regarding the MOOC platforms they know. And 65.5% of recipients have used the platform named Coursera, which provides free as well as paid form of courses. (**graph 1.3**)

Has your School/ College/ Offices or any working area provide you with links regarding a particular platform?



Graph 1.4

When asked if their School/ College/ Offices or any other working area provided them with links regarding a particular platform, there response was 78.4% Yes and 21.6% No. (Graph 1.4)



Graph 1.5

Hence Most of the recipients believed that doing additional courses through MOOC platforms will benefit them, which is proved by the above graph 1.5.

FACT FINDINGS

By the responses from these recipients we come to a findings that

1. Most of the recipients were students who use the MOOC platforms
2. The platforms were used either for additional knowledge, academic purposes or for building up their resumes.
3. Most of the recipients were aware about such opportunities.
4. Some of them who weren't aware about such opportunities were ready to use such platforms in future.
5. The maximum used MOOC platform was Coursera.
6. The recipients have agreed to the fact that additional courses would benefit them in many ways.

IMPORTANCE OF THE STUDY

With the help of this quantitative random sampling method we get to know that Most of the students benefit from these kinds of additional courses. They mainly do these courses for additional knowledge, academic purposes and for building up their resumes to get good job opportunities in the future.

We even get to know that most of the recipients are aware about such opportunities through their schools, colleges and working places through which it is easier for them to acquire it.

LIMITATIONS

With the development of information technology, knowledge acquisition is not just limited to the traditional classroom. As a rising educational method, “Massive Open Online Courses (MOOCs)” has attracted extensive attention by educational circles. This study is limited to only the youth category that falls under the age of 15years – 30 years. And through our research most of them fall into the category of 18- 21 years.

CONCLUSION

Through this study we can conclude that MOOC’s help in developing youth’s skills and employability. The use of MOOCs provides flexible and affordable learning opportunities to students and graduates which also helps them in enhancing their already acquired knowledge and even builds it up. The future research proposed above will shed light on the opportunity to expand the knowledge of MOOC’s approach on the digital divide, leading to the on-site application of well-thought-out e-Learning system. More effort on this matter will identify the key factors that prevent the e-Learning platform from forming education equity by analyzing empirical data collected from experts in related fields. The suggestions made in future proposed research will provide a helpful, possible way of adopting open educational movement in MOOC, which will draw more attention about breaking the digital divide. In today’s education, it would be challenging to find a teacher who has not heard of Massive Open Online Courses (MOOCs) and equally challenging to find one that has not yet or is not planning to implement a mode of blended learning environment to their classes. Some studies

claim that students who watch more online video lectures perform worse in a course compared to those who watched more in-class lectures. Others have shown that digital teaching systems lead to significantly better student performance than human teaching. Because the various studies into the effects of online learning use vastly different approaches involving different courses, students, and implementation styles, it is difficult to generalize their results.

It may be the case that MOOCs enhance learning for students who are particularly motivated to learn the subject matter and therefore utilize the course resources to a larger degree. These students may be more likely to engage in discussions and to re-watch lectures. On the other hand, for students who are less motivated and may be taking the course as a requirement, online lectures may provide an opportunity to check out mentally. Indeed, having live in-classroom teacher increases one's obligation to remain engaged. As we attempt to determine exactly how MOOCs can optimize learning, we should consider what aspects of our courses are best suited for the classroom and those that may be aided by online support. In other words, though a blended strategy is likely better than an extreme strategy that employs only one technique, we should not use in-class and online tools simply for the sake of providing both options. Instead, we should build dynamic courses that capitalize on both the power of the classroom and the power of the Internet.

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