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A STUDY ON STUDENTS' AWARENESS AND MOTIVATION TOWARDS MOOC COURSES

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ABSTRACT
Massive open online courses are one of the most prominent trends in higher education. The number of students wishing to take MOOCs and the number of universities offering MOOCs are exponentially growing faster in recent years. This study delves into the students' awareness towards MOOC and also the motive for completing the MOOC courses. The study adopted the chi square and t-test to analyze the gathered data. Findings of the study highlights that there is no difference between gender and awareness, and significant association has existed between different streams. The findings will be highly beneficial for the students about available MOOC opportunities. Also it can help teachers to integrate into curricula and employers can encourage specific MOOC certifications for workforce upskilling.

KEYWORDS: *Awareness, Motivation, MOOC courses*

INTRODUCTION

Since civilization, the method of learning and adaptation to new environments has been varying, evolution of Information technology quickened the process of learning and adaptation swiftly. Learning (Education) not only sets up individuals with better values to live within society, it also enables them to procure the abilities and skills required for sustainable development. SDG4 :Quality Education has highlighted the inclusive and equitable quality education and promotes lifelong learning opportunities for all. Notably, the pedagogical structure of the 21st century has transformed drastically. Technology,pedagogy, implementation strategies and institutional framework has created flexible learning in higher education.Growing popularity of Internet has revolutionized the educational environment, in recent years flexible learning has been made possible through Massive Open Online Courses, which is also known as MOOCs. In a short period, popularity of MOOC has grown vast due to various reasons including flexibility and cost effectiveness. After the pandemic, online learning has become a new normal and gained tremendous enrollments around the world. The term first appeared in 2008 by Stephen downs and George Stamens based on "Connectives" distributed peer learning model and emerged as a popular mode of learning in 2012.A Massive open online course is an online course with the option of free and open registration, a publicly shared curriculum and open-ended outcomes.MOOCs were first popular in the western countries but have gradually found popularity in countries like India too. This popularity is due to the fact that there are hardly any entry-level requirements or pre-requisites for pursuing MOOCs courses. Anyone interested with an internet connection can opt for MOOCs as it is a new development in education via the web, a trend towards affordable education, in a collaborative, connected space, with traditional educational materials, like lecture slides and videos, supplemented with interactive elements . Most of the time, it has been seen that many of the introductory courses for some subjects are offered free of cost. This feature often makes MOOCs popular among students. These features have led to an increasing trend of popularity for MOOCs in India too. The aim of this paper is to study the perception towards MOOCs in Coimbatore. In addition, in this research paper, various studies have been made to understand the perception of both teachers and students from the traditional or conventional education system towards various factors related to MOOCs.

OBJECTIVE OF THE STUDY

1. To know the students' awareness towards MOOC courses.
2. To study the students' motive of completing the MOOC courses.

LITERATURE REVIEW

Amit Kumar et.al., (2024)1 has aimed to determine the awareness among the students regarding NPTEL MOOCs and the reasons for registering or not registering for the courses. Further, it explores the impact of gender and qualification on the category of aware respondents. The findings highlights that the receiving the certificate being more convenient regarding timing and location, and knowledge about the subject were considered as benefit of doing NPTEL courses.Also study highlights the reasons for not finishing the course were time constraints, poor course selection and loss of momentum as the course progressed and gender was also found to be independent in awareness category, in other hand qualification found to be dependent.

Sivakorn Malakul and Cheeraporn sangkawetai (2024)2,has investigated the story -based learning MOOCs effectiveness in

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enhancing digital competence. The findings of the study has highlighted that the learner's digital competence has significantly improved after the MOOC, demonstrating knowledge and skill gains across various domains also reveals that self-efficacy in digital competence scale (SDCS) shows higher self efficacy in the 20-40s age group and lower in the 10, 50 and 60s. The study concluded that there is a gap in learners' digital content creation competence and additional content could bridge this deficiency.

Zawacki-Richter et al. (2018)3, found in the study that MOOCs have great potential in supporting lifelong learning, eliminating barriers in learning process, providing equality and opportunity in education and ensuring the liberalization of knowledge. In MOOCs, the courses are offered openly via an online platform. Such is the format that participants from various backgrounds across the globe could sign up. The learning process includes various activities aside from the input provided by the course developers and instructors through various multimedia such as YouTube and uploaded documents and info graphics. Participants are awarded certain reward formats such as badges and certificates upon successful completion of the course.

Arora, A. K., Kumar, S., Bansal, D., & Bansal, S. (2024)1. A Study of Awareness and Perception Regarding MOOC Courses with Special Reference to NPTEL. *Prabandhan: Indian Journal of Management*, *17*(4), 43–57. https://doi.org/10.17010/pijom/2024/v17i4/173427

Ghazali & Nordin (2017)4, explores the perception and learning in MOOCs from the perspective of three senior Malaysian university lecturers. It was found that the students' attitude, human resource, time constraint and the lecturer's self-efficacy were some of the common challenges for learning in MOOCs. The study revealed that one of the causes for low completion rate is due to the lack of proper monitoring and supervision of students. Infrastructure and technical issues are some of the other challenges to be found in this study. The findings also suggest that steps need to be taken regarding students' perception of MOOCS Implementation.

Manoj Shakya, Sushil Shrestha and Rajesh Manandhar (2016)5, conducted a study on the awareness of MOOC among PG College Students. The study mentioned that MOOC has been portrayed as an alternative path to access higher education in many developed countries. In the case of cities like Coimbatore, MOOCs will be a useful tool. MOOC is the online discussion forum to create an active interaction platform for effective knowledge sharing. MOOCs having the theme and digital learning for the study development found that in Coimbatore students seem to be very enthusiastic in enrolling. The study concluded that in Coimbatore, the way of online teaching and learning still is dominated by face-to-face teaching.

Malakul, S., & Sangkawetai, C. (2024)2. Enhancing digital competence through story-based learning: a massive open online course (MOOC) approach. *Journal of Research in Innovative Teaching & Learning*, (ahead-of-print).

Zawacki-Richter et al. (2018)3, Learning about social learning in MOOCs: From statistical analysis to generative models, IEEE transactions on Learning Technologies,7(4), 346-359.

Ghazali & Nordin (2017)4, Massive Open Online Courses Awareness and Adoption by Indian University Students (A Case Study), International Journal of Computer Engineering and Information Technology, 9(3), 41-46. May 12, 2017, http://www.ijceit.org/published/volume9/issue3/1Vol9No3.pdf

Manoj Shakya, Sushil Shrestha and Rajesh Manandhar (2016)5, In search of appropriate methodology: From outside the People's Republic of India looking in. Journal of international business studies, 20(1), 61-74.

RESEARCH METHODOLOGY

It is a systematic approach to find a solution to a problem and provides tools and techniques to apply in this study. The data has been collected using convenient non-probability sampling . Primary data has been collected using questionnaires and secondary data is collected from various journals, books, websites, government reports, newspapers and other research reports. Further study is limited to coimbatore city and PSGCAS students.

DATA ANALYSIS AND INTERPRETATION

Chi-square

(H0): There is no significant association between gender and the awareness about the MOOC

(H1): There is association between gender and the awareness about the MOOC

		Df	Asymptotic sig.(2-sided)
Pearson chi-square	6.742	2	0.064
Likelihood ratio	6.882	2	0.032
Linear-by-linear association	4.216	1	0.04
N of valid cases	120		

(p=0.05)

Interpretation

It is found that, there is no significant association between gender and the awareness of the MOOC, since the p value 0.05 is greater than 0.064 therefore null hypothesis is accepted.

T-test

H0: There is no significant difference between streams and awareness about MOOC

H1 : There is significant difference between streams and awareness about MOOC

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Streams	Mean (M)	SD	N	t-value
Management	4.12	0.65	60	2.125
Medicine	3.78	0.72	78	0.541
Engineering	4.25	0.58	55	2.879
Science	3.95	0.69	62	1.391
Arts & Science	3.60	0.74	50	2.589

Interpretation

There is a significant difference between streams and awareness among management (2.125), engineering (2.879), arts & science (2.589), whereas science (1.391) and medicine (0.541) has no significant difference.

It is concluded that streams such as management, medicine and arts & science have significant differences with the awareness.

DISCUSSION

The findings of the study highlights that management, arts & science, engineering students are more aware about MOOC compared to science and medicine. Assuming it is due to their rigorous and traditional programs which have been influential comparatively. Also, significant differences haven't been underscored between gender and awareness. Women tend to take a longer time to submit their first attempts compared to men. Women are reviewed as achievement oriented and they review their progress reports before submitting their attempts.

CONCLUSION

The aim of the study was to find the effectiveness of MOOCs in training students. Imparting quality education is the key to development and addressing the current educational needs. The results of the present study show that successful knowledge building for higher education students is possible through MOOCs. The results also indicate that perception of students about digital fluency and opinion about the MOOC are positive whereas their perception about community building through MOOCs is not significantly positive. The study also analysed the discussion forums. One can infer that though the participants perceived MOOC environment conducive for knowledge building, their posts in week 0 as well as during the MOOC did not show that community building was a perceived objective of joining the MOOC. The intrinsic motivation to initiate a discussion or post suggestions and reflections by the participants was low. High numbers of responses and feedback reflect that activities, assessments need to be designed in a manner that encourages posting on discussion forums,social networking sites, etc.

Post quantitative analysis of the MOOC opinionnaire, it was observed that students had a significantly positive opinion about the MOOC that included its course design, structure, media, immediate feedback and reusability of content. All the aspects of community building through MOOC were positive by the students. The reason for joining the MOOC for professional development, high achievement scores, high perception about digital fluency, and positive opinion about MOOC indicates that this is the right time to use MOOCs to train higher education teachers.

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