

PERSPECTIVE TOWARDS MOOCS AMONG STATE UNIVERSITIES IN TAMILNADU

Dr.R. DEEPALAKSHMI

Assistant Professor Computer Applications The Tamil Nadu Dr. Ambedkar Law University
profdeepalakshmi@gmail.com

Abstract

=The modern Education pattern concentrates on the online based teaching-learning approaches. The learners tend to secure, open, reasonable, and usual educational services. The Personalized learning using Digital Educational tools fulfill all the educational related glitches to the learners. The objective of the study is to figure out the percentage of use of accessible educational facilities and find out the level of excellence in education among the state universities of Tamil Nadu. Faculties from the state universities in Tamil Nadu is chosen for the study. Analysis is done with the help of t-test. This paper results stating that only 43% of the faculties have a good level of accessible educational opportunities. Research gap elucidates the reason for denying the accessibility of services in education.

Keywords: Teaching - Learning; MOOC; State University ; Education facilities.

Introduction

Faculties were unable to teach the regular classroom during the Covid 19 pandemic and subsequent lockdown. It has contributed to the creation of new technological means, such as MOOCs, to introduce the skills and techniques of learning observed in modern scientific research, thus allowing learners to gain a foothold in the competitive world (Alhazzani, 2020).

MOOCs can have a major impact on education. There are several platforms on which MOOCs are offered, Coursera, Udemy, EdX and Udacity to name a few. Implementation of any technology based educational reform requires consultation with previous experiences of others in this field, exchanging experiences with specialists and interested parties, and encouraging partnership and cooperation between the public and private sectors in the areas of e-learning and distance learning world (Alhazzani, 2020).

Significance of MOOC

The concept of MOOC developed in 2008. In 2011, Sebastian Thrun and other colleagues at Stanford University offered a free academic course on artificial intelligence to provide learning opportunity for anyone interested in AI. 160,000 participants from 190 countries enrolled in that course and a similar level of interest followed in the MOOCs subsequently developed by many other universities and educational institutions. Waldrop (2013) noted that in less than two years, 62 educational institutions launched 328 open online courses.

MOOCs provide a platform for free online courses for large numbers of people from all over the world, where the subject is discussed and pre-recorded by educational experts. The latter provides educational materials, text, sound, and video. They use social networking pages (Twitter, Facebook, and blogs) to share experiences and learn from others. This collaborative learning distinguishes MOOCs from other educational platforms. It can offer a more participatory and interactive experience than other means.

Cole and Timmerman (2015) conducted a study to explore what students think about MOOCs. They concluded that MOOCs have many advantages and hence researchers

should focus more on who should be benefitted by MOOCs and how they should be served. According to Bonk and Reynolds (1997), online learning must be able to create new challenges for the learner in turn enhancing their thinking and enabling them to link various information to create new learning experiences.

MOOCs are effective in learning as they employ user interaction to ensure students' participation and long-lasting retention. The importance of MOOCs is that they provide the experience of open-ended online courses which have enabled participants from different countries to join international universities and benefit from their unique programs and courses. Students found MOOCs to be flexible and that help to cater to their needs (Cripps, 2014).

Experts had predicted that MOOCs will help to make high quality education more accessible and reduce the substantial costs of higher education (Carey, 2012; Lewin, 2012). MOOCs have also been proven to improve the communication skills among learners, especially in English, by increasing community engagement and knowledge exchange (Daradoumis et al., 2013).

MOOCs can help in increasing the equity between teacher and learner, and thereby increasing the equality between underserved communities and educational resources (McGreal, 2013). Bralić & Divjak (2018) have described MOOCs as being effective in replacing traditional classrooms due to their wide variety, large quantity, practical implementation, attractive design, and immediate availability, some components, and content. Wider access and high levels of instructor expertise are the major strengths of MOOCs (Cole & Timmerman, 2015).

MOOCs can aid learners in developing their own ideas, expressing themselves, and improving their communication skills, thereby eliminating limitations placed on them by traditional face to face classroom model (Levy & Schrire, 2012; Walker, 2013; Mee et al. 2016; Yunus, 2018; Sun et al., 2019). Wang et al. (2019) identified in lack of social presence, interaction, and support as three main factors undermining students' engagement with MOOCs.

Scope of the study

Research has suggested that MOOCs are enabling innovation, engagement and equity in higher education. However, it is important to know how the faculties in Tamil Nadu are approaching online education, specifically MOOCs. The present study aims to find out the attitude of faculties towards MOOCs, whether the students have attended MOOCs, their online behavior, and the factors that promote or prevent the access of MOOCs and the sources of information with regard to MOOCs.

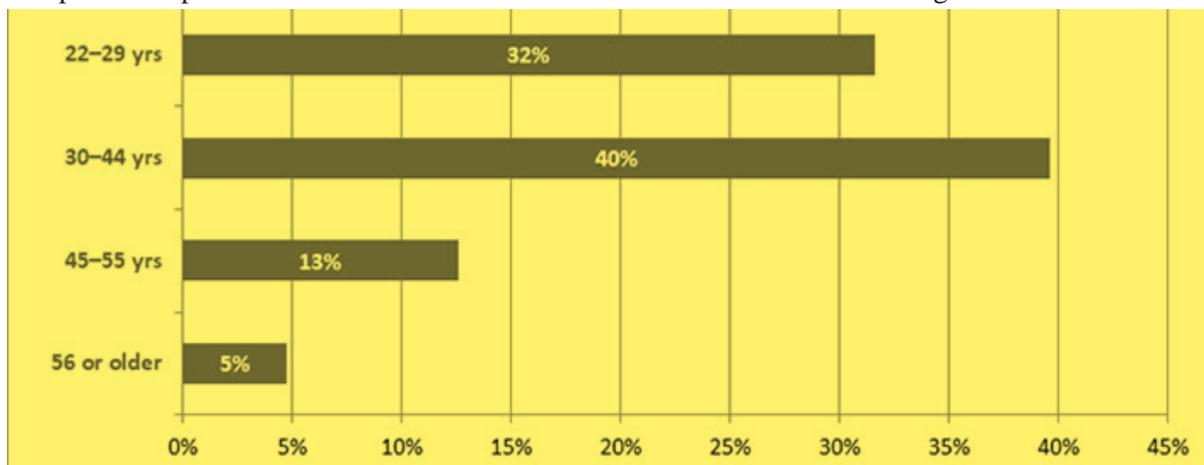


Fig 1: Graph showing the percentage of faculties involved in MOOC(Age-wise)

From the study around 32% of the faculties involved in MOOC study are in the age group of 22-29 years. Maximum percentage of the faculties involved in MOOC are in the age group of 30 –

40 years. 13% of faculties following MOOC are in the age group of 13% and elderly people greater than 56 just uses 5%. This percentage can be increased by making some of the traits mandatory in academics.

Method

Participants

The sampling method used was convenient sampling. A sample of 100 faculties from universities in Chennai participated in the study. The recruitment of the sample and the study's procedure was in accordance with ethical requirements. The age of the participants ranged from 28 to 58 years. Data was collected using Google Forms.

Measure

The researcher used a self-developed set of questions that included socio demographic information, information regarding online behaviour and data related to their awareness level and attitude towards MOOCs.

Results:

Hypothesis (H0): 1 Is there a major difference in education pattern when MOOC is followed

Variables	Calculated r Value
Use of Open Education Services	0.038

The growth of MOOC is tremendous in the last 8 years. The participants involved in MOOC raise consecutively as the interest among the faculties raise for each year.

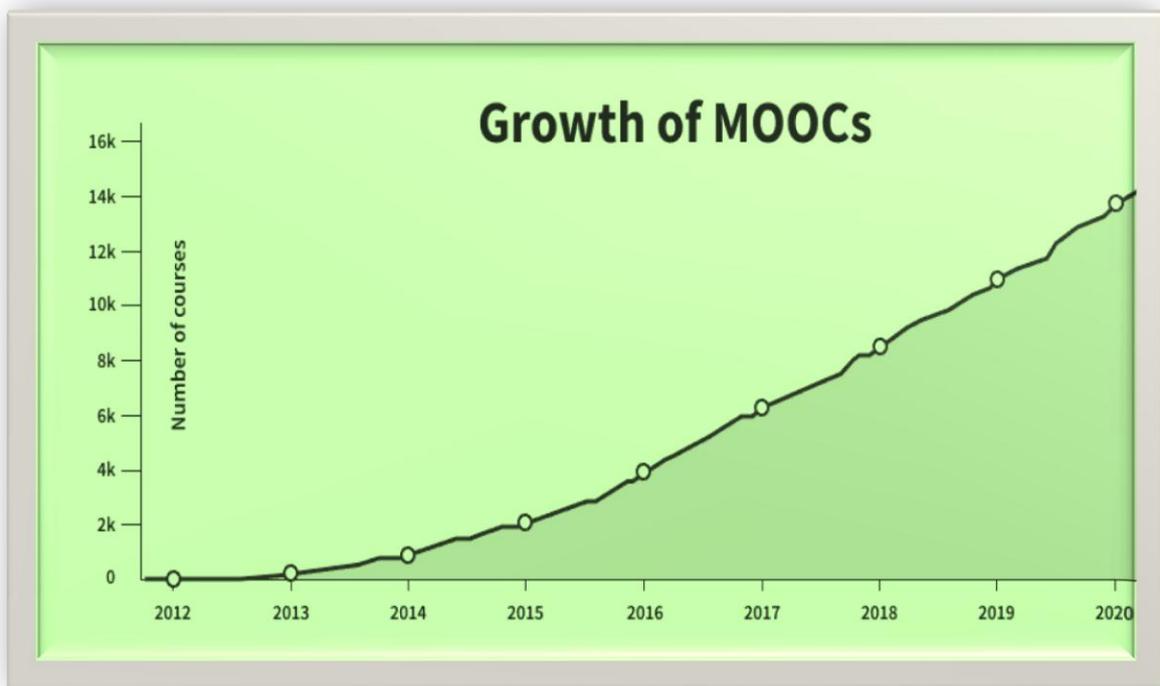


Fig 2: Growth of MOOC among faculties in University



Fig 3: Respondents statements with MOOC certification

The statement of accomplishment from a MOOC for testing one’s knowledge is surveyed and the respondents result on Strongly Disagree, Neutral and Strongly Agree are calculated as shown in the above figure. The motto of MOOC course will be to make the content more proficient. The quality of the MOOC depends on strengthening of basic concepts and to deliver the proficient lectures as described in the graph below.

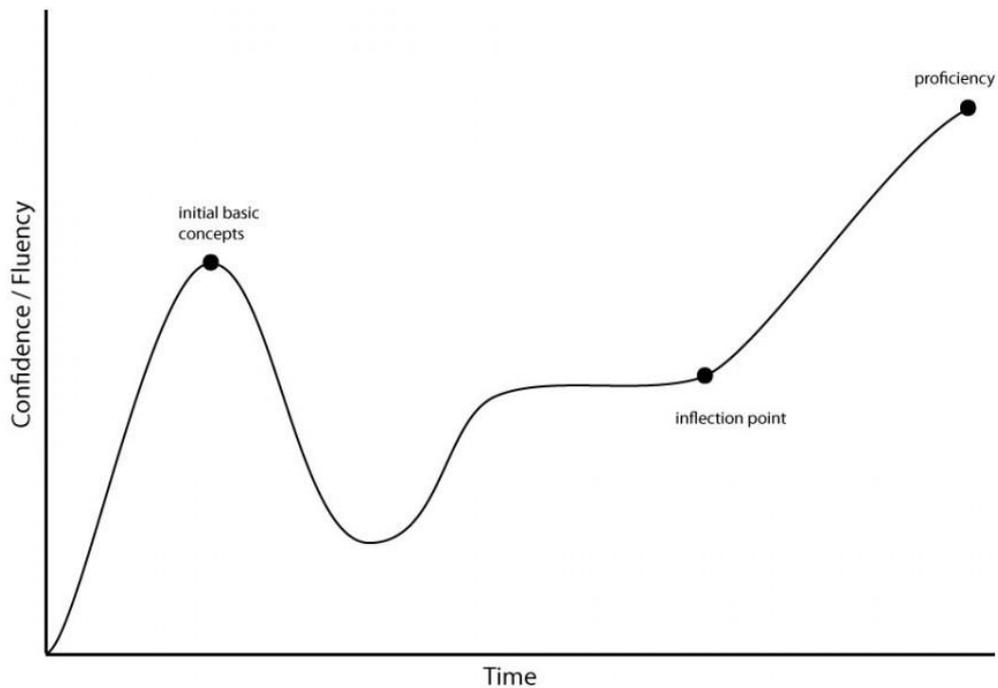


Fig 4: Scaling of MOOC based on Time and Confidence

Conclusion

Information is a basic requirement for any human being and specifically for Mentors.

The information can be about many aspects including various sources, media literacy, web literacy and network literacy. Faculties have to play a major role in imparting information to students to make them informed citizens. The study found that students perceive MOOCs as expensive and inaccessible by Indian students. Students should be given awareness about low cost or free open online courses. In this Covid era, the faculties should focus on imparting knowledge about the various ways in which knowledge can be gained of which MOOCs is a major method. Faculties should focus on educating the students and other library users on such matters.

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