

Perceived usefulness of MOOCs among Teachers

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Abstract

MOOCs (Massive Open Online Courses) are a wonderful platform for the students in remote areas, those who do not have access to expert teacher, quality materials and under situation like Lockdown due to Covid-19. Hence, an attempt is made to understand the perceived usefulness of MOOCs among the teachers in India. Convenience sampling is used to arrived at the sample to be considered as respondent. Data is collected through a systematic and structured questionnaire. Few hypotheses were developed that were tested using one way ANOVA. Testing resulted in no enough evidence to reject the null hypothesis. This means there is no significant difference in terms of perceived usefulness of MOOCs among male and female gender teachers, different age group and qualification.

An introduction to MOOCs

MOOCs(Massive Open Online Courses) can be viewed as a term or word identified with the adaptability of open and online training. MOOCs are courses intended for huge quantities of members, that can be gotten to by anybody anyplace as long as they have a web association, are available to everybody without section capabilities, and offer a full/total course experience online for free. (Definations of MOOCs, 2015)

Massive Open Online Course (MOOCs) are offered on the web and giving open access to learning open doors for all. MOOCs have stood out as truly wonderful in advanced education in the course of the most recent years and produced a ton of conversation among instructors, advanced education establishments, government approach creators and privately owned businesses. No subject in instructive innovation lately has created as much energy and worry among the scholastic network as MOOCs. The media inclusion, albeit to some degree reducing, is gigantic contrasted with all other instructive advancements in earlier decades. It made enthusiasm of both private and open partners bringing about genuine speculations. (About Moocs)

Common in these definitions developed by worldly respected authors are the accompanying perspectives to offer importance to the components of a MOOC:

Massive: intended for in principle boundless number of members. This implies the course is structured in such a way with the end goal that the efforts taken of all administrations doesn't increment fundamentally as the quantity of members increments.

Open: access to the course is free without passage capabilities.

Online: the entire course is available at the screen through the worldwide web.

Course: the contribution is a course, implying that it offers a total learning experience, for example organized around a lot of learning objectives in a characterized territory of study and incorporates the course materials, tests, criticism, assessment and authentication of fulfillment.

Literature Survey

(Eleni Bakogianni, 2020)

MOOCs assume a significant job in educators' expert turn of events. Be that as it may, little is thought about educator availability to take an interest in a MOOC and research information is exceptionally restricted, particularly in the Greek setting. In this manner, the reason for the current examination is the examination of preparation of essential and optional government funded teachers to take an interest in MOOCs as a method of expert turn of events. A sum of 216 Greek in-administration educators took an interest in the quantitative investigation and perspectives towards preparation measurements were inspected. The outcomes uncovered that the educators when all is said in done show very elevated level of preparation to utilize MOOCs with regards to their expert turn of events, while a portion of their person attributes appear to influence certain measurements. Specifically, instructors show low attention to MOOCs level, perceive the advantages of MOOC learning just as MOOC value in their expert improvement. All things considered, further examination is required.

(Dr.R.Sivakumar, 2019)

This study was done to consider the Awareness of MOOCs - SWAYAM among Student - Teachers. A sample of 100 Student - Teachers were drawn from the Annamalai College. Consciousness of MOOCs - SWAYAM Inventory was created and approved by Specialist. The information hence gathered were placed into fitting factual investigation. This investigation has uncovered that Student - Teachers are not having essential thought regarding MOOCs - SWAYAM. There is disarray in regards to the job of the MOOCs for educator preparing. There is as yet an absence of comprehension about Indian MOOC activities like SWAYAM. Study reasoned that there is an emanant need not exclusively to create appropriate understanding about MOOCs among Student - Teachers, yet additionally

to give them offices to create and incorporate MOOCs in their normal study hall learning. Future for MOOCs in India is brilliant.

(Apasara Chaiyajit1, 2015)

The aim of the study was to study the acknowledgment of instructing and learning on the web toward Massive Open Online Course (MOOC). The examples utilized in the examination study were the 75 individuals of the gathering named "Thai-MOOC" who keen on the instructing and learning online toward Massive Open Online Course (MOOC). The measurements utilized for information examination, were mean (\bar{x}) and standard deviation (S.D.). The aftereffects of the inquire about investigation were as per the following. The in general acknowledgment of instructing and learning toward Huge Open Online Course (MOOC) was at significant level ($\bar{x} = 4.37$, S.D. = 0.67). The mentality towards learning technique following the MOOC model was the most acknowledged ($\bar{x} = 4.55$, S.D. = 0.61). There were three issues those were at significant level of acknowledgment: (1) Perceived handiness of learning strategy following MOOC model ($\bar{x} = 4.45$, S.D. = 0.59), (2) Perceived simplicity of utilization of learning ($\bar{x} = 4.33$, S.D. = 0.68), also, (3) Intention practices toward learning strategy following the MOOC model ($\bar{x} = 4.14$, S.D. = 0.85).

(LiyanaGunawardena, 2015)

Regardless of being a genuinely late marvel, huge open online courses, or MOOCs, have pulled in wide enthusiasm from individuals around the globe. In spite of the fact that they give the instructive open doors in courses offered by renowned colleges, the absence of acknowledgment and proper accreditation is as yet an issue. MOOCs have pulled in a huge number of individuals from everywhere throughout the world; in any case, closer review of the student demographics recommends that most of those served by these courses as of now have accomplished a college degree. In that capacity, at present, they appear to be just expanding access to advanced education as opposed to widening access. Some conceivable explanations behind such perceptions could be: individuals with an advanced education have better "access" to MOOCs; they are more ready for oneself learning required in these courses and they are less stressed over acknowledgment rather than students without higher instructive capabilities who need to "demonstrate" their abilities to businesses. With the progressions in advanced education area financing and gravity measures MOOCs appear to satisfy the requirements of "information laborers" in refreshing their aptitudes and proceeded with proficient turn of events. Accordingly, at present MOOCs appear to be better serving the nonstop expert advancement part. MOOCs can likewise offer some benefit for recreation students.

Rationale of the Study

Covid-19 a pandemic has severely hit the world in terms of businesses, society and day to day life. Education is not any different from the above mentioned. So, MOOCs is such a platform which can address the issue of physical distancing. It can reach to large number of students with more number of courses. So, here the confidence among the teaching fraternity on the Massive Open Online Courses has to be tested.

Objective of the Study

- 1) To understand the perceived usefulness of MOOCs among teachers
- 2) To understand the difference of perceived usefulness among teachers in terms of age, gender and qualification

Hypothesis of the Study

- 1) Male vs Female

H0: there is no significant difference in terms of perceived usefulness among male and female teachers

H1: there is significant difference in terms of perceived usefulness among male and female teachers

- 2) Different age group

H0: there is no significant difference in terms of perceived usefulness among different age groups of teachers

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- 3) PG vs Ph.D Qualification

H0: there is no significant difference in terms of perceived usefulness among teachers with PG and Ph.D.

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Research Methodology

In order to investigate the perceived usefulness of MOOCs (Massive Open Online Courses) like SWAYM, NPTEL, Bodhi Tree etc. in university system in India, a descriptive study was conducted. Descriptive research design is used to conduct the study. Author has attended various workshop during this lockdown period in May due to Covid-19, through which he came in contact with faculties across India who are using MOOCs as a platform to reach

students. Authors have conveniently contacted the faculties through electronic questionnaire. Total 66 faculties responded to the questionnaire.

Questionnaire included the question on number of courses, reach of the course to large number of students, use of it improve the quality of education across India, effective use of technology among students and teachers and transformation of Indian education system.

Data so collected was analyzed using mean and standard deviation under descriptive statistics. The hypothesis so stated was tested with the help of one way ANOVA.

Data Analysis

There is lightly more representation from the male faculties in the survey.

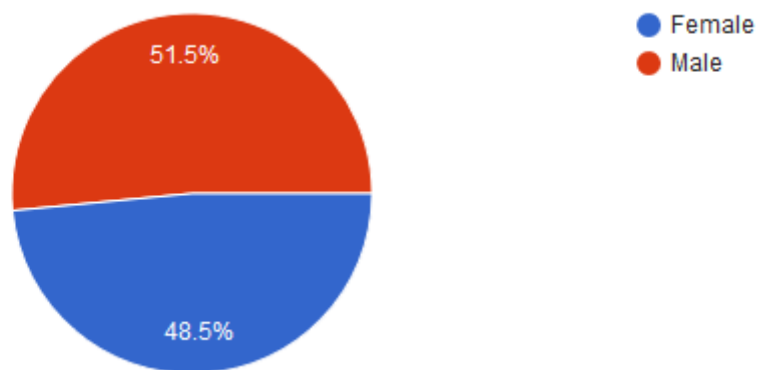


Figure 1: Representation of Teachers from male and female genders

There are 97% faculties who are having a qualification of PG or further Ph.D.

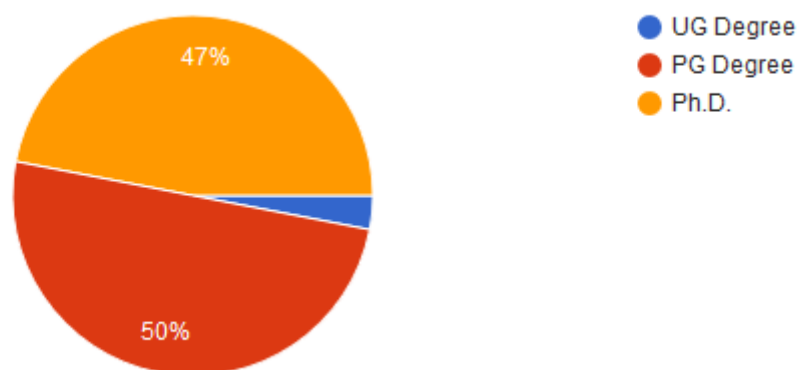


Figure 2: Representation of teachers possessing varied Qualification

Almost all the sample respondents are faculties in UG and PG Institutes.

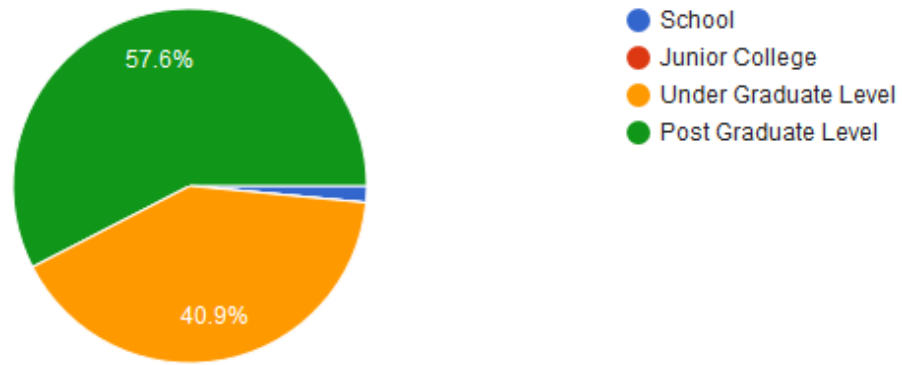


Figure 3: Representation of Teachers at various education levels from the sample under study
 Majority of the faculties participated in the survey belongs to 25 years to less than 55 years of age.

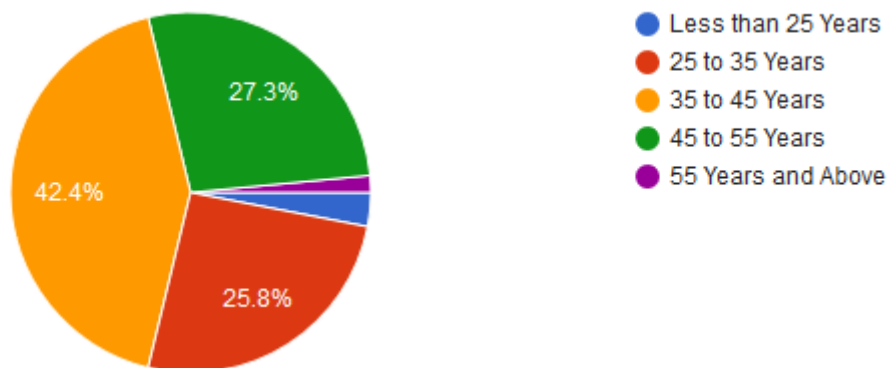


Figure 4: representation of faculties from various age groups.

ANOVA – Single factor test on following hypothesis

H0: there is no significant difference in terms of perceived usefulness among male and female teachers

H1: there is significant difference in terms of perceived usefulness among male and female teachers

SUMMARY

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
Female	32	126.5000	3.9531	0.5249
Male	34	135.2857	3.9790	0.3808

ANOVA

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	0.0110	1	0.0110	0.0245	0.8762	3.9909
Within Groups	28.8382	64	0.4506			
Total	28.8492	65				

p value > significance level 0.05, there is no enough evidence to reject the null hypothesis, hence there is no significant difference between male and female teaching fraternity in terms of Perceived usefulness.

ANOVA-Single factor to test the following hypothesis

H0: there is no significant difference in terms of perceived usefulness among different age groups of teachers

H0: there is significant difference in terms of perceived usefulness among different age groups of teachers

Here faculties 55 years and above are not considered as they were 4 only, less compared to other age group

SUMMARY

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
25 to 35	17	64.4286	3.7899	0.7656
35 to 45	28	111.2143	3.9719	0.4196
45 to 55	18	75.5714	4.1984	0.1414

ANOVA

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	1.4712	2	0.7356	1.6986	0.1916	3.1504
Within Groups	25.9833	60	0.4331			
Total	27.45449	62				

p value > significance level 0.05, there is no enough evidence to reject the null hypothesis, hence there is no significant difference among different age group in teaching fraternity in terms of Perceived usefulness.

ANOVA – Single factor to test the following hypothesis

H0: there is no significant difference in terms of perceived usefulness among teachers with PG and Ph.D.

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Here, UG qualification is not considered from the data so collected as its contribution to the study is just 2, very less.

SUMMARY

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
PG	33	128.1429	3.8831	0.5739
Ph.D.	31	126.5714	4.0829	0.2963

ANOVA

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	0.638304	1	0.6383	1.4521	0.2328	3.9959
Within Groups	27.25423	62	0.4396			
Total	27.89254	63				

p value > significance level 0.05, there is no enough evidence to reject the null hypothesis, hence there is no significant difference between PG and Ph.D. qualified teaching fraternity in terms of Perceived usefulness.

Conclusion

Looking at the current scenario of lockdown under the impact of Covid-19, students may have to continue learning through Massive Open Online Courses (MOOCs). This study projects a perceived usefulness of 3.95 among female and 3.97 among male teachers, which indicates a sign of hope and confidence. The study further investigated and found that there is

no enough evidence to reject all the stated null hypothesis, which means there is no significant difference among male and female, UG and PG qualified faculties and various age groups in terms of perceived usefulness.

Recommendations

1. As the study is conducted with a small sample with respect to a bigger population of teaching fraternity across India, author suggests a study with bigger sample size.
2. More number of variables can be considered in terms of perceived usefulness of MOOCs.
3. A study can be conducted stating the impact of proper MOOCs training on perceived usefulness of it. For which faculties with recent training on MOOCs can be approached.

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