

COMPARATIVE STUDY ON TEACHING LEARNING PEDAGOGY OF MOOC OR BLENDED

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Abstract

The proliferation of Massive Open online courses (MOOCs) in recent years has generated much debate. MOOCs have been presented as technology-based educational practices, but many researchers questions if this kind of open courses really respects some of the consolidated principles behind the education offered at universities. In light of this situation, consulting the teachers most closely tied to this type of course can provide an authoritative view of the issue and can allow the most important elements to be highlighted in order to carry out further research. Using qualitative methodology based an open questionnaire, this work presents the options and perceptions of teachers and lecturers in educational technology regarding these new course key elements. These key elements are analyzed through analyzing its controversial definition, their pedagogical advantages and limitations, the function of tutor in a MOOC and their assessment. In addition a comparison is made between the contributors of teachers from a traditional universities with a face to face model and those from a distance university, which is entirely based on a virtual training offer and which has a greater possibility of coming into direct competition with these Massive open online course.

Keywords: Massive Open Online Courses, Educational Technology, Open Learning E-learning, Qualitative Methodology.

Introduction

In today's education, it would be challenging to find a teacher who has not heard of Massive open online courses and equally challenging to find one that has not yet or is not to planning to implement a mode of blended learning has a positive impact on teaching and learning. Blended learning model in higher education do not have to be developed around MOOCs. However, there is a growing interest for exploring how MOOCs can enrich traditionally taught courses and act as a complementary resource in achieving teachers and students goals. In order to create a model that supports this, series of pedagogical and technical question to be addressed, along with exploring students experience with this mode of learning. This study is important for several reasons. First, it builds upon previous research in creating a blended learning model that now relies on specific learning outcomes that are to be achieved, as well as on anticipated workload. Secondly, it confirms that using MOOCs in blended learning supports part time students in achieving their learning goals. Third it explores students challenges and experiences with this program. Finally it opens a research question on achieving a deep approach to learning among students in a blended learning environment, using MOOCs.

"In the 21st century higher education faces the challenges of providing cost effective, high quality learning experiences appropriate to the needs of an ever-increasing, culturally diverse students population and to meet the demands the competency demands of a digital knowledge driven society".

Review of Literature

Blended learning has resulted in various similar definitions in literature as it emerged as an interesting research topic. It can be defined as the "use of technology with face to face teaching" (Torrissi-Steele & Drew 2013) as well as a "thoughtful integration of classroom face to face learning experiences". (Garrison & Kanuka, 2004). The same authors continue that complexity can rise from it designs and the fact that blended learning can be applied to various contexts. The blended learning model covered in this paper has the goal to enhance learning processes and ultimately increase retention of acquired knowledge as well as engage learners and fulfill their various learning needs and preferences. Morris (2014) state that "MOOCs are available to students to supplement their learning environments" which is supported in this paper as well. Literature supports that the above goals are indeed possible to be achieved with MOOCs .For example, one study generated six benefits of incorporating MOOCs in traditionally taught courses "replying lectures, augmenting or replacing secondary materials, fillings gaps in expertise, exposing students to other styles of teaching and class discussion, reinforcing key skills and teaching students how to teach online" (Griffiths et al., 2015) Another benefit of embedding MOOCs is that it can help diminish downsides usually reported by researchers, such as low completion rate, since high dropout rates in MOOCs can be alarming for traditional educators (Koller, Ng, Do, & Chen, 2013). There are also specific challenges that need to be kept in mind when evaluating embedding MOOCs in traditionally taught courses. Finally computer

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literacy and technology acceptance are general challenges of online learning, as well as general teacher acceptance when it comes to new technologies.

There are several factors that influence the motivation of students to enroll in a MOOC (Castano, 2013; Christensen et al. 2013; Li Yuvan & Powell, 2013 & Powell, 2013; Hew & Cheung 2014).

- The future economic benefits.
 - The personal and professional development.
 - The pleasure of Learning.
 - The curiosity.
 - The desire of students to advance in their jobs.
 - The general interest in subjects.
- The possibility of interacting with thousands of students from around the world.

What are Massive open online Courses?

According to the responses of Educational technology teachers, MOOCs are related with the concept of virtuality and massiveness and while the traditional universities also highlight the issue of accessibility and openness, it is the distance university that repeatedly emphasizes the amount of information that this new learning tool can provide. In addition to traditional courses materials such as filmed lectures, readings, and problems sets, many MOOCs interactive courses with user formulas or social media discussion to support community interactions among students and professors and teaching assistants (TAs) as well as immediate feedback to quick quizzes and assignments. However it is not entirely clear when a course is or is not a MOOC, but there are a number of features that are typically required for a course to be considered as a MOOC:

1. Massive:- It should allow to access to a very large number of students, much larger than a face to face class, or a traditional online course. In addition, the course should be prepared to accept the changes.

Advantages of MOOCs in the field of Education

1. MOOC creates the opportunity for **sharing Ideas and knowledge** and also helps improving lifelong learning skills by providing easy access to global resources.
2. It improves **cross cultural relationships** which lead to **collaboration between institution educators and learners** locally and internationally.
3. It gives an **idea where I stand in the course** in the current world as large number of students all over the globe would registered for the same course on the same common platform

and participate in the activities and discussion in the study group.

4. **MOOC enhances active learning** Research shows that students learn more through active learning. (i.e when they have assignments or discussions on an issue) rather than through listening lectures more attentively if they have been given a problem or task to solve before the lecture. In this regard the structure that most MOOCs have short lectures alternating with assignments and quizzes-seems to be ideal. Of course, one could also do this in classroom, but it would be more difficult to ensure that all students participate: some might need longer to assimilate the content of the lectures and prefer to listen to it again before doing the assignments.
5. **MOOC encourages flipping the classroom.** Teacher-student contact time usually used for lectures could be used differently, e.g used for discussions, experiments, projects and group work, working with peers etc. Students watch lectures online at home and interact with faculty regarding their doubts while in class. It has strongly advocated and demonstrated by Salman Khan founder of the Khan Academy in the context of school teaching. Teachers get time to work with students on an individual basis.
6. **Knowledge sharing in discussion forum** helps reflective and global learners along with active and sequential learners. Reflective learners who were not able to share ideas inside the physical classroom can put their ideas in discussion form and get the view points of others. Global learners who feel themselves lost in the beginning can share their diverse ideas on the forum and can get other's suggestions to find their solution. To know about different types of learners follow the post "Different Learning Styles".
7. **"No exam fever"** encourages deep approach of learning against the surface & strategic approach of learning. To know more about different approach of learning follow the post "Different strategies of learning".
8. **Peer evaluation** provides the opportunity to learn via grading others. Because it is the best way to learn when you teach or grade someone else.
9. MOOC provides the opportunity to **learn from world class universities and from renowned instructors** without being a student of the respective university while sitting in the any part of the world.
10. MOOC opens up the facility to get free of cost **"statement of accomplishment"** signed by the instructor of the course, which someone completes in all respect according to the requirement of the subject. There are

provisions to earn the **verified certificates** with university logo and instructor signature on the payment of the course fee. Anyone can show these certificates at the **time of job applications** also. The employer can go to the corresponding MOOC provider database to get the information regarding the candidate. Some universities also started allowing fulfilling **credit requirements of a degree** from the MOOC courses.

Disadvantage of MOOC in the field of Education

1. MOOC provides all the video lectures and slides along with all related reading resources. This gives the students **scope for not going through the lectures gradually but whole lectures in a single day** which does not lead to deep understanding of the concepts.
2. **Real time question answering** is also not possible while going through lectures.
3. Technical courses needing **physical hands on practical exposures** (e.g. Civil Mechanical, Electrical etc.) are quite tough to be delivered through MOOC.
4. There is no opportunity for effective assessment methods like **Q&A in classroom, surprise quizzes and presentations**.
5. **No proper evaluation methods** are there as automatic machine assessments and evaluation are not effective. **Peer evaluation** sometimes lead to discouragement among students which lead them to dropout from the course.
6. MOOC style of education will **gradually kill the care, empathy and respect** involved between teacher and students in a physical classroom. It only increases the virtual social community.

Conclusion

MOOCs represent the prolongation of the numerous experiments already performed in the areas of distance learning and e-learning. MOOCs are becoming the most visible aspect of the "Open Educational Resource"(OER) movement, which is expanding and will 'like open-source software, generate business on the side. Indeed, it is possible to imagine that a private tuition service might develop around the best MOOCs. If that MOOC remains free then there can be no doubt that the movement is meritorious and should be encouraged. Lifelong learning is desperately lacking in many countries, as is training for the careers of the future. New generation learning centers or adhoc centre's could have meeting rooms for those pursuing a given MOOC who wish to meet with tutors or other people who have already completed the MOOC, or who have a good knowledge of the subject in question.

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