Awareness About The MOOCS Platforms And Its Usage: Need Of An Hour In Pandemic

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ABSTRACT: *Technology is changing the way of teaching and learning process. The impact of technology can be seen in every aspect of education. Now many universities in the world present courses without cost or at minimum cost over the Internet and massive participants are enrolled in such course. The rapid rise in MOOCs has generate momentous consideration for their potential to disrupt traditional ways of education by expanding access and offering free or low-cost content to millions of students around the world. This new concept of offering an online course is called Massive Open Online Course (MOOC). At this stage of pandemic these courses are boon for the learners as accessing these courses needs not any formal institution and not organised time table. The aim of this paper was to assess the awareness and usage of Massive Open Online Course among teacher educators at M.Ed level. Purposive sampling technique was used by the researchers to select a sample of 50 teacher educators. A self constructed Google form was used as tool for data collection. Present research paper is empirical in nature and focused on the awareness and usage of MOOCs platform among teacher educators. Several programmes and seminars should be organized by educational institutions for developing awareness about MOOCs platform.*

Keywords: MOOCs platform, awareness, usage and teacher educators.

1. INTRODUCTION

Linking, informing, creating and enlightening would be some referring words that suitable to add when we would talk about Massive Open Online Courses (MOOCs). (Nisha and Senthil, 2015). The MOOC is Massive Open Online Course (MOOC) is evolved in western countries but India also doing exceptional in this field , for enhancement of knowledge, technology and skills many Indian universities are also using the MOOC platform in all the educational fields. the MOOC courses can be easily accessed through web and this is the main reason for the huge participation of infinite learners in these type of courses. Anyone can join any type of course, there is no limitations, formalities and boundaries in these courses. The arrival and dominance of internet makes the process of sharing and obtaining knowledge an easy process. Dave Cormier derived term MOOC in 2008 in response to a course called Connectivism and Connective Knowledge. Massive Open Online Course is a novel step and most noticeable trends in higher

education. Liyanagunawardena et al., 2013 described MOOC as an education platform where learners join and also interact with the teacher/mentors and other learners through tools such as discussion forums and assignments. MOOCs constituted images, videos, audios, and public repositories that as pedagogical tools for the learning courses and platforms (Glance, Forsey, & Riley, 2013).MOOCs offered thousands of courses and millions of learners get enrolled or registered in it and widen their horizons of knowledge.

The new era of Open Online Courses that is Massive Open Online Courses (MOOCs) brought up in the year 2008. As the name of MOOCs suggests, these courses are planned for broad learning via the Internet and social media, where large numbers of students can join the course to become self-directed learners. (Liyanagunawardena, Adams, & Williams, 2013).

By using social media, interconnectivity and networking principles for educating enormous learners free of cost MOOCs have taken education by storm. As compared to other approaches of learning or other courses, MOOCs inherent characteristics make it unique. The participants can learn anytime, anywhere and at their desired pace in open course as there is no restriction of time place and pace. In fact many types of MOOCs have emerged over the past few years with variety of learning approaches. Though MOOCs are a recent phenomenon, various institutions and organizations have modified its structure, pedagogy and design to come up with different types thus forming new trends in a short span of time (Higher Education Academy, 2015). In a country like India, where cost is a contributing factor in deciding which course a student takes up, MOOCs come with new and useful trend. The courses available in MOOCs allow the learners to select any interested course from the ocean of courses available online and pop in with the material. Learner involved in these courses can get certificate by enrolling in their interested courses without or less cost. Teachers are anticipated to continuously take their lessons or attend trainings with the intention to beautify their potential to do their process, however we never apprehend the attempt or take any concrete measures to guide it – little to no economic assist and no releases time to do the work. But there's an actual need for teachers to maintain with the rapidity of instructional improvements and technology for studying, in addition to adjustments in primary content material regions. Two massive limitations of fee and time discouraging instructors to fulfill their ongoing expert development needs and MOOCs should handiest provide one possible way to this trouble (Moir, 2013).

1.1. CHARACTERSTICS OF MOOCS

Web formats- MOOCs courses completely designed in web formats. It means students can access the MOOCs with the availability of internet.

Constructivist approach and self directed learning -In MOOCs an individual is responsible for their own learning. In MOOCs Learners manages, structured and organize their own learning.

Accessible and Flexible- The courses in MOOCs can be easily accessed as it is available in web format. Learner need only mobile or laptop with internet connection and he join from anywhere, anytime according to his or her convenience.
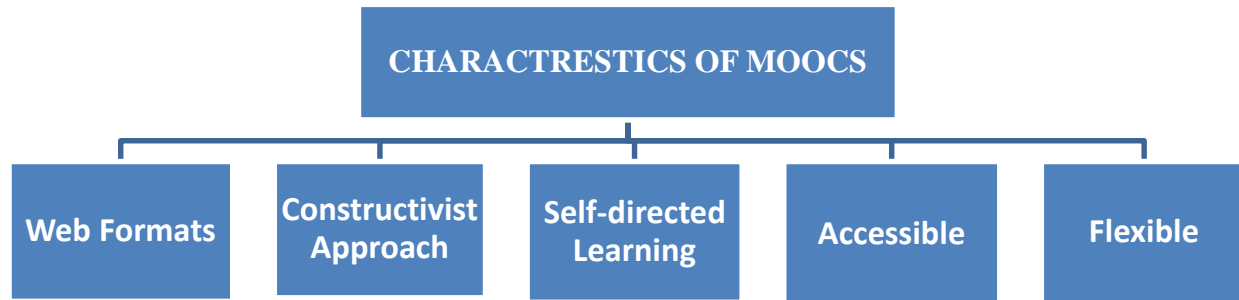
Figure 1

2. NEED OF THE STUDY

Creative contents creation and addition of innovative information and communication, technologies play a very important role in education system. ICT is very important in every educator's profession to create a digital teaching learning environment (Molly Lee, 2005). Massive Open Online Courses are quite new and maximum conspicuous traits in better training. It represents studying phenomenon where newcomers get entry to on-line academic multimedia materials, and get related with great numbers of other learners through social engagement equipment such as discussion (Liyanagunawardena et al., 2013). As we know India is facing acute shortage of efficient and technology enabled teachers. The pupil enrolments have long past up through more than one hundred instances between 1950-51 and 2011-12, the wide variety of instructors has long past up with the aid of most effective less than 40 times, declining the pupil-teacher ratios by way of approximately 2.5 times over this period (AISHE, 2013). To tackle up the increasing number of learners we need a display place that provides quality learning to anyone, anytime and anywhere because a teacher cannot available every time to the students. By promoting openness and accessibility, Massive Open Online Courses (commonly MOOCs) has emerged as a recent and innovative educational concept. It is a need of an hour to train the existing teachers to make them abreast with latest pedagogies, content, skills required for teaching upcoming learners (AISHE, 2018). In Jammu and Kashmir region Good quality faculty is significantly important for a nation's sound higher education system and for it professional development of teachers is very important and they are nourished by holding short-term professional development courses such as Inter Disciplinary Refresher coutrses, Orientation courses, Panel Discussions, Seminars, Workshops, guest Lectures, and many others on a regular basis. MOOCs are becoming popular day by day and our countries also try to implement these courses through SWAYAM. MOOCs-SWAYAM is playing a vital role in Indian education system. So the investigators want to conduct a study on awareness and usage of MOOCs platform especially in our Jammu and Kashmir state.

3. REVIEW OF RELATED LITERATURE

Noura (2020) investigated effect of MOOCs on higher education system in the Saudi Arabia (KSA). The basic objective of the research is to have a look at the crucial components to expand the coaching and studying mechanisms utilized in Saudi universities by means of using open-source courses (MOOCs) in university schooling and followed a descriptive and analytical approach. The population of the study included all the professors at King Saud college (KSU). The outcomes of the analysis found out that MOOCs have a large impact on better higher education because it improves education results. The findings display MOOC's instructions have a high-quality affect at the kingdom's higher education system

Lan and Hew (2020) conducted a study on learning engagement at MOOC. A total of 693 reliable responses were collected on the MOOC Participation Motivation Scale and 82 MOOC participants were interviewed.

As a result, there were significant differences between MOOC and non-graduate students in the levelof registrationcoordinator and participation level ineducational activities.The association between visual skills and emotional engagement was very high in the MOOC graduate group. Several retrospective analyzes have shown that the SDT model can significantly predict student participation. Visual ability had a large positive impact and perceived relationships had a small negative impact on engagement. Three levels of engagement can also predict students' creative reading. Emotional engagement had a positive impact. However, systematic retrospective analysis showed that these interactive components do not accurately predict the graduation of MOOC students. Analysis of the data quality of student interviews identified three key factors that could increase student demand for SDT: effective teaching, learning resources, and teacher access. Research findings can help MOOC developers and educators better communicate with stakeholders.

Yang and Lee (2021) COVID-19 investigated the relationship between massive open online courses (MOOCs) and students' learning performance. The sample of the study constituted 586 students with online research and analyze their ideas. It was found that MOOCs (IQ), service quality and system quality had a positive impact on validation, and it also affected the usefulness, satisfaction, and play of MOOCs. Continuous student use and academic performance has had a positive impact on the use and use of games. It was also concluded in the study that the students who had continued intention to use MOOCs had better academic performance. In addition, this study showed that role play composed of fun, challenge, and social interaction plays an important role in improving students' continuous MOOC utilization goals and academic achievement.

Sivakumar (2019) conducted research studied on the awareness of MOOC-SWAYAM among student teachers. Hundred student teachers from university were selected as the sample of the study. Researcher used Self constructed validated inventory for data collection. The findings of the study showed that there was not adequate and appropriate awareness of MOOC-SWAYAM among student teachers.

Fianu, Blewett, Ampong and **Ofori (2018) investigated** the factors that affected the MOOC usage by students. The result of the study indicated that the facilitating conditions, instructional quality, and MOOC usage intention affected the usage of MOOC but Social influence and effort expectancy have no significant effect on MOOC usage intentions. The investigators of the study conclude that universities must have structures and resources in place to promote the use of MOOCs by students.

Adebo1 and **Ailobhio (2017)** investigated the e-learning knowledge of participation among Nigerian college students, determining the extent of consciousness and extent of utilization of Massive Open Online Course (MOOCS) and other e-getting to know systems. There were total 126 respondents of the study. The conclusion of the signifies that because of lack of know-how and inadequate infrastructure for net connectivity the participation in MOOC may be very low.

Aharony and **Bar-Ilan (2016)** Carried out aresearch study in Israel. The researcher selected 102 students who participated in MOOCS because there was compulsion to take MOOCs as arequirement in an offline course. Through the analysis of the results it was found that two main factora that are perceived usefulness and perceived ease of use have major effect on enrollment in a MOOC. The researcher suggested that perceived ease of use can be improved by improving the content and current MOOC platforms. The qualitative analysis also reflected that mood changes over time; the feelings of uncertainty replaced by expressions of confidence.

3. OBJECTIVES OF THE STUDY

1. To assess the level of awareness of Massive Open Online Curses (MOOCs) among teachers educators at M.Ed. level.
2. To assess the extent of usage of Massive Open Online Curses (MOOCs) resources by teachers educators at M.Ed. level.

4. RESEARCH QUESTIONS

1. Is there any effect of gender on awareness of MOOCs among teacher's educators at M.Ed. level?
2. Is there any effect of gender on extent of usage of MOOCs resources among teacher's educators at M.Ed. level?

5. RESEARCH METHODOLOGY

Table 1.

RESEARCH METHOD	POPULATION	SAMPLE	SAMPLING TECHNIQUE	STATISTICAL TECHNIQUE	AREA
DESCRIPTIVE METHOD	University Teacher educators of Jammu division	50 teacher educators	Purposive sampling technique	Mean, percentage	Samba district

5. 1. SAMPLE FOR THE STUDY.

The researchers collect data from 50 M.Ed. teacher educators from Central University of Jammu with the help of purposive sampling technique.

5. 2. TOOL USED FOR THE STUDY

A self-prepared awareness questionnaire was used by the investigators for collection of data from respondents. This tool was used in online forms and it consisted of 20 questions on awareness and usage of MOOCs besides background variables of the respondents. Each item has two responses i.e. yes or no and for every correct response one point score was assigned.

5.3. DATA COLLECTION

The data was collected from fifty teacher educators of central university. Investigators prepared Google form and it was send to fifty teacher educators through their e-mails. All the fifty teacher educators responded the Google form and successfully submitted it.

6. RESULTS AND DISCUSSIONS

Research question 1: To assess the level of awareness of Massive Open Online Curses (MOOCs) among teacher's educators at M.Ed. level

Table 2

Items	Yes		No	
	Males %	Females%	Males%	Female%
Anyone can enrolled in MOOCs	50	73.91	50	26.09
SWAYAM is not an Indian MOOC platform	-	39.11	100	60.89
MOOCs can be used in traditional classroom	66.66	73.92	33.34	26.08
In MOOCs there is e-content , videos, text and ppt	100	100	-	-
Reading material can be downloaded from MOOCs	83.35	82.60	16.65	17.4

From the table 1 we come to know that both males and females were aware about the MOOCs. 73.91% females aware that anyone can get enrolled in MOOCs whereas only 50% males responded positively to this statement. Both males (100%) and females (100%) responded that there is a variety of learning material available in MOOCs and they also download this material for their learning purpose. 39.11% females responded that SWAYAM is not an Indian MOOCs platform whereas 100% males aware that SWAYAM is an Indian MOOCs platform. From the above discussion we conclude that although males and females were equally aware about the MOOCs but they were not aware that SWAYAM is Indian MOOCs platform.

Research question 2: To assess the extent of usage of Massive Open Online Curses (MOOCs) resources by teacher's educators at M.Ed. level.

Table 3

Items	Yes		No	
	Males%	Females%	Males%	Females%
I have registered in a course of MOOCs (SWAYAM) platform.	16.67	39.13	83.33	60.87
I have completed a course from MOOCs (SWAYAM) platform.	16.67	26.08	83.33	73.92
I registered in MOOCs for self assessment.	16.67	91.30	83.33	8.7

Using MOOCs improves learning performance.	66.68	73.91	33.32	26.09
I am using MOOCs platform to teach students for making teaching learning interesting.	16.67	34.78	83.33	65.22

From the table 2 we come to know that 39.13% females had registered in a course of MOOCs (SWAYAM) platform but 26.08% completed a course it may be due to the reason that less facilities available whereas only 16.67% males had registered in a course of MOOCs (SWAYAM) platform. And they all completed it. From the above figure it came to know that 91.30% females registered in MOOCs for self assessment whereas a drastic change seen in males as only 16.67% males use these MOOCs for self assessment while 83.33 use MOOCs for certification and professional development. 66.68% males and 73.91% females agree that Using MOOCs improved their learning performance. 16.67% males and 34.78% females agree that they were using MOOCs platform to teach students for making teaching learning interesting.

7. EDUCATIONAL IMPLICATIONS OF THE PRESENT STUDY

1. Universities should take an action and increase independent access to internet among students for self learning.
2. Online learning contributes to independent and lifelong learning which raises student's motivation and interest. So we should organise workshops on MOOCs to increase awareness among students and educationists.
3. As MOOCs is becoming an important part of higher education system so we need to revise our curriculum and integrate MOOCs courses in it. There should be mandatory for every student in higher education to complete at least one course from MOOCs platform.
4. Universities should hold more training courses, seminars and workshops on e-learning and MOOC benefits for students for proper awareness, high level of proficiency and effective use and to develop a positive attitude towards the online learning platforms.
5. There should be proper internet facility for the students so that they can easily access the online courses.
6. MOOCs platform must be encouraged as it allows teacher educator to educate and be educated by their peers, faculty, parents and eminent experts.
7. Increasing the strength of the classroom, burden of the syllabus, heavy competitiveness will be reduced if MOOCs is applied in the classroom.
8. MOOCs platforms are also useful for distance learning, adult education and other types of awareness programs.
9. Teaching through such online courses increases the curiosity and capabilities of the teacher's educators.

8. SUGGESTIONS FOR FURTHER STUDY

1. Same study can be conducted on in- service teachers.
2. Same study can be conducted on college students.
3. A sample of 50 teacher educators was taken in the study under investigation. Same study can be done on large sample.
4. Since present investigation was confined to central university of Jammu city, similar study can be conducted in other university of Jammu province.
5. The present study cannot be called comprehensive and final. More work can be done on different universities and colleges including government and private.
6. The present study is qualitative in nature; whereas using quantitative analysis could have enhanced the results.

9. CONCLUSION

The present study investigated the awareness and extent of usage of Massive Open Online Courses (MOOCs) resources by teacher's educators at M.Ed. level. It was found that both males and females were aware about the MOOCs but females were using MOOCs resources more than males. This study showed that teacher trainers do not have a basic idea about the SWAYAM platforms of the MOOCs. There are misunderstandings about the role of MOOCs in teacher training. The study concluded that there is a rising need not only to develop a proper understanding of MOOCs among teacher-educators, but also to provide them with the facilities to expand and amalgamate MOOCs into their regular classroom teaching and learning. The future of MOOCs in India is bright.

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