

## Instructors' Reasons and Considerations in Designing MOOCs: A South East Asian's Perspectives

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## Background

- Debate & critiques around MOOCs
- MOOC course design is an essential factor and pre-requisite potential to effective learning experience (Margaryan, Bianco, & Littlejohn, 2015).
- The study of MOOCs research articles published between 2014 and 2016 showed that instructor-focused research is the least studied area after student-focused, design-focused, and context and impact focused (Zhu, Sari, & Lee, 2018)

## Background

- The expansion of MOOCs in southeast Asia:

Indonesia, Malaysia, Singapore, Thailand, and the Philippines have begun to launch MOOCs, but the MOOCs in Indonesia and Malaysia are part of key "strategic government initiatives" (Abas, 2015, p. 233).

## Literature Review

- MOOCs have been characterized as an online course which is open to anyone who has internet access, based on self-motivated learning, and can be accessed anytime and anywhere (Israel, 2015).
- The openness = no specific requirements regarding academic qualification, fees, and course completion (McAuley et al., 2010).
- The massiveness = the large number of students, without creating extensive disruption on component parts or activities of the course (Anderson, 2013) .

## Research Questions

1. What are the instructors' reasons to offer MOOC?
2. What factors do instructors consider in designing their MOOC?

## Method

- Research Design: mixed method design (Creswell, 1999)
- Data Collection: Survey, interview
- Participants: 46 survey participants (15.6%) and 9 interviewees

## Method

### Interviewees' demographic information

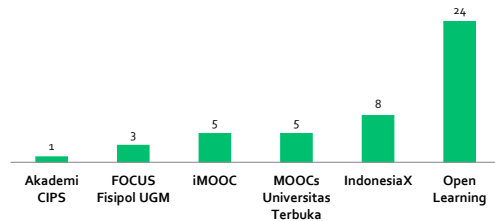
| Number | Countries | Providers                 |
|--------|-----------|---------------------------|
| 1      | Malaysia  | OpenLearning              |
| 2      | Malaysia  | OpenLearning              |
| 3      | Malaysia  | OpenLearning              |
| 4      | Indonesia | Akademi CIPS              |
| 5      | Indonesia | iMOOC                     |
| 6      | Indonesia | iMOOC                     |
| 7      | Indonesia | iMOOC                     |
| 8      | Indonesia | MOOCs Universitas Terbuka |
| 9      | Indonesia | IndonesiaX                |

## Data Analysis

| RQ  | Data Sources                     | Data Analysis   |
|-----|----------------------------------|---|
| RQ1 | Survey multiple-choice questions | Descriptive Statistics  |
|     | Interview                        | (Krupper & McLellan, 1996)<br>Content analysis<br>(Vaismoradi, Turunen, & Bondas, 2013) |
| RQ2 | Survey multiple-choice questions | Descriptive Statistics  |
|     | Interview                        | Content analysis  |

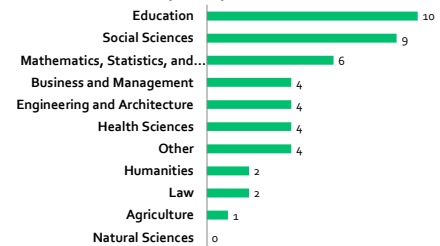
## Demographics

### MOOC Providers



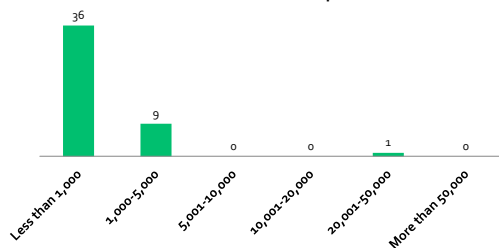
## Demographics

### Primary Discipline Affiliation



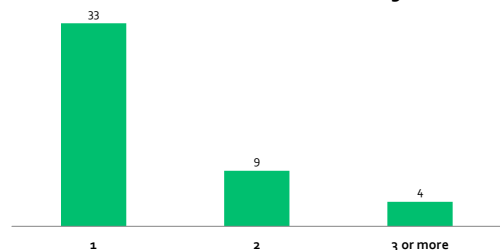
## Demographics

### The Number of Participants



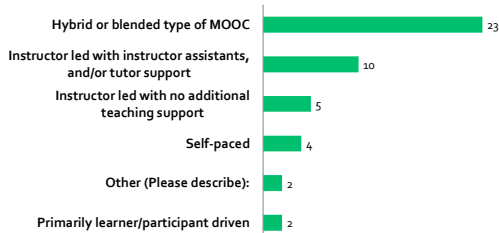
## Demographics

### The number of MOOCs have been designed



## Demographics

The Delivery Format of MOOC



## RQ1: What are the instructors' reasons to offer MOOC?

Reasons to Offer MOOCs



## RQ1: What are the instructors' reasons to offer MOOC?

Two interviewees stated that their courses were part of **contribution to human development**:

- "It was designed for elevating awareness of the ASEAN COMMUNITY."
- "The (English) program is designed to meet the needs of Indonesian educators, the design and content of the program is made to strongly relate to the Indonesian education context and able to be practiced in a real life setting."

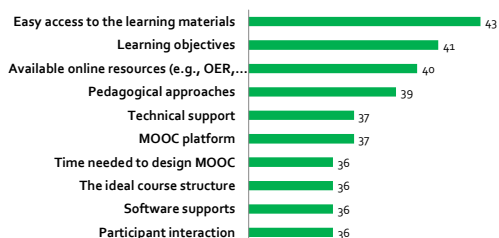
## RQ1: What are the instructors' reasons to offer MOOC?

During the interview, at least two interviewees explained that they were **appointed by their institution** to offer MOOCs.

- "Actually my course has been selected by the university to be offered in MOOC, and the university asked me to develop the content of this course for MOOC."

## RQ2: What factors do instructors consider in designing their MOOC?

Design Considerations



## RQ2: What factors do instructors consider in designing their MOOC?

Other considerations:

Institutional support, possible context application (local/national/international), culture and language, assessment method, tools for communication, hardware supports, course duration, and participant characteristics

## RQ2: What factors do instructors consider in designing their MOOC?

One interviewee mentioned **the ideal course structure** and **participant characteristics**:

- "Variability of the audience, hence material should be general; and the length of duration, hence material should not exceed 7 minutes per session."

## RQ2: What factors do instructors consider in designing their MOOC?

One interviewee considered **participant interaction**:

- "Students active learning, at which students can shares their experiences & knowledge."

## RQ2: What factors do instructors consider in designing their MOOC?

One interviewee explained **the ideal course structure, learning objective, and assessment**:

- "The main consideration for designing our MOOC is the inter-connectedness between four elements. First the contents of each module, second the learning goals, third the ways of evaluating participants learning results, and fourth the timing or duration of each module."

## Discussion & Implication

There are 5 primary **reasons** for offering MOOCs:

- (1) personal interest (Hew & Cheung, 2014)
- (2) research purposes (Fadzil et al., 2015; Teplechuk, 2013)
- (3) experience teaching a large online course (Hew & Cheung, 2014)
- (4) institutional encouragement (Teplechuk, 2013)
- (5) altruism (Wong, 2016).

## Discussion & Implication

- MOOCs design considered inter-connected factors
- Content, pedagogy, and supports are among the main factors of MOOC design consideration (ideal vs reality)
- Cross-cultural needs → application context, culture and language, and participant characteristics (Mercado, Parboteeah, & Zhao, 2004)

## Limitation & Future Direction

- The MOOC course design strategies is approached from **the perspectives of instructors**.  
→ Expand these findings by **adding more perspectives** (e.g., students, affiliated institutions, or MOOC providers).
- This study only focuses on MOOCs developed by **Indonesian and Malaysian instructors**.  
→ An opportunity to **extend the study to a bigger context** (e.g., SE Asia, Asia, or world community).

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*Thank you.*

Questions and Comments?

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