

Instructor Experiences in Designing MOOCs in Higher Education: Considerations and Challenges

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Introduction

Higher declaration instructors consider MOOCL as an apportunity to reach more people from diverse hadrogoand(mer) even 24, 2013, Meaning Mean

With this purpose, this study was guided by the following three research questions: (1) What are the design considerations of instructors when designing MODCs? (2) What challenges do instructors perceive when designing MODCs? (3) How do instructors address the challenges that they perceive related to MODCs?

Results

Demographic information

The instructor participants (n=143) have diverse subject backgrounds, including medicine and health (15%), computer science (14%), education (11%), language and literacy (8%), busines (5%), and engineering (6%), Among these 143 instructors, more than half of them (1.e., 55%) had aught one MOOC, 25 instructors (17%) had aught two MOOCs, 20 instructors (1.e., 14%) had aught three MOOCs, and 15 instructors (1%) had aught two MOOCs, 20 instructors (1.e., 14%) had aught three MOOCs and 15 instructors (1.9%) had aught two MOOCs, 20 instructors (1.e., 14%) had aught three MOOCs and 15 instructors (1.9%) had aught two MOOCs, 20 instructors (1.e., 14%) had aught three MOOCs and 15 instructors (1.9%) had aught two MOOCs, 20 instructors (1.e., 14%) had aught three MOOCs and 15 instructors (1.9%) had aught two MOOCs, 20 instructors (1.e., 14%) had aught three MOOCs and 15 instructors (1.9%) had aught two MOOCs, 20 instructors (1.e., 14%) had aught three MOOCs and 1.e., 14% had aught three MOOCs and 1.e., 14% had aught three MOOCs and

Key findings

RQ#1. What are the design considerations of instructors when designing MOOCs? Learning objectives ; Assessment ; Time for designing MOOC; Engaging learners etc.

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Methods

To explore instructors' considerations and challenges when despining MOOCL, this study used a segmential inuxed methods design (Creavel B Carkz, 2007), those specifically, we used the survey data results to revice the interview questions and identify interviewes. A mixed methods approach was used for sequential trianguilation and emabled the researchers to have both an overall picture from a large number of participants and rich descriptions of the phenomena.

Table 1 Data collections and analyses

RQs	Data Collections	Data analyses
RQ1	Survey (143) Survey (143) Interview (12) MOOC review(12)	Descriptive statistics Content analysis (Elo & Kyngäs, 2008) Content analysis Content Analysis
RQ2	Survey Survey Interview	Descriptive statistics Content analysis Content analysis
RQ3	Survey Interview	Descriptive statistics Content analysis

Tools for communication (e.g., Facebook, twitter, blog, QQ) 0 2 Figure 1: MODC Design Considerations (out of 139)

RQ #2. What challenges do instructors perceive when designing MOOCs? Assessment methods; Engaging students' learning; Time limitation



0 10 20 30 40 50 60 70 3

Figure 2: Design challenges faced by the MODC instructors (out of 143)

Results-cont

RQ #3. How do instructors address the challenges that they perceive related to MOOCs? Explore other MOOC examples ; Seek help from the platform/Colleagues/Institutions



Figure 3: Ways to address challenges faced by the MOOC instructors (out of 134)

Conclusions

This exploratory mixed-methods study examined instructional design considerations and challenges from the perspective of MOOC instructors. The study found a variety of design considerations and hallenges in MOOC design in terms of resources, pedagogr, and logitics. Pedagogical appects were the primary design considerations as well as challenges. The strategies instructors used to address the challenges in MOOC design were identified.

This study offers new insights into MODC design considerations and challenges as well as ways to address these challenges. The results may inform instructional designers, instructors, and other stakeholders of what should be considered in the design of MODCs and how to address these landlenges. The online surveys and interview well pixt the first pix the process. Deep course analyses of learner behavior. In the MODCI will first pixel learner paragetories (e.g., retrospective adays of learner behavior. In the MODCI will first pixel learner paragetories (e.g., retrospective design of more effective and engaging MODCs.

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