**MOOC Instructor Research: Motivations, Considerations, and Personalizations in the Design of Instruction for the Masses**

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**Abstract**

This talk will detail a series of studies on massive open online courses (MOOCs) from the instructor perspective. In terms of personalization of MOOCs, the first study explored the content, activities, tools, and resources that instructors of MOOCs used to enhance the personalization of their MOOCs. Email interviews with 25 MOOC and open education leaders about the personalization of MOOCs led to the development of an online survey that was completed by 152 MOOC instructors. Some respondents mentioned the use of flexible deadlines, proposed alternatives to course assignments, and introduced multimedia elements, mobile applications, and guest speakers among the ways in which they personalized their massive courses. While the majority of these MOOC instructors did not fully grasp the complex issues of cultural diversity, most made attempts to modify their instructional practices to accommodate cultural variances. Only one-third of instructors placed extensive effort on meeting unique learner needs during the actual design of that course and even fewer were concerned with personalization during the delivery of it. To address cultural and linguistic differences, instructors added subtitles to video content and offered transcripts for video or audio content. In the second study, a mixed methods study looks at MOOC instructor motivations in offering MOOCs as well as their design considerations and challenges in designing MOOCs. An online survey was sent to 1,400 instructors and received 143 valid responses. Twelve instructors were selected for Zoom interviews, and their MOOCs were reviewed. The instructors’ primary motivations of offering MOOCs were growth needs such as curiosity about MOOCs, exploration of new ways of teaching, and relatedness needs. To address the challenges such as time and experience, browsing other MOOCs and seeking help from the platform, other institutions, and colleagues were employed. A third study investigated the instructional design considerations and challenges of MOOC instructors in Malaysia and Indonesia. Forty-six instructors participated in the survey and nine of them were voluntarily interviewed. Personal motives, institutional encouragement, and altruism were among the main reasons for these instructors to offer MOOCs. Preparation, attraction, participation, and assessment were the categories used to explain the design strategies used by these instructors. Based on these three studies, suggestions for future research will be made.