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

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January 22, 2018
A Review of MOOCs Stats and Trends in 2017, Dhawal Shah, Class Central


Subject areas (January 22, 2018)

CLASS CENTRAL

Course Distribution by Subject

By the Numbers MOOC in 2017

June 15, 2017
Massive List of MOOC Providers Around The World, Class Central

JMOOC, K-MOOC, and T-MOOC?
https://www.class-central.com/report/mooc-providers-list/
August 7, 2017
FutureLearn and Coventry University to Roll Out 50 Online Degrees (Last year Deakin University announced a similar partnership with FutureLearn)
Class Central, Dhawal Shah

2015
Instructional quality of Massive Open Online Courses (MOOCs).
Margaryan, Bianco, & Littlejohn, Computers & Education, 80, 77-83.

"As MOOCs proliferate, drawing in increasing numbers of faculty and learners worldwide, the issue of their instructional quality becomes increasingly pressing.” (p. 82)

MOOC Study #1: MOOC Research
A Systematic Review of Research Methods and Topics of the Empirical MOOC Literature (2014-2016)

<table>
<thead>
<tr>
<th>Design-focused</th>
<th>Student-focused</th>
<th>Context and impact</th>
<th>Instructor-focused</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>39</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>9</td>
<td>6</td>
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<tr>
<td>5</td>
<td>12</td>
<td>6</td>
<td>2</td>
</tr>
</tbody>
</table>


RQ1: What are the research methods researchers employed in empirical MOOC studies?

MOOC Research Methods Employed

<table>
<thead>
<tr>
<th>Method</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualitative</td>
<td>27</td>
</tr>
<tr>
<td>Mixed methods</td>
<td>52</td>
</tr>
<tr>
<td>Quantitative</td>
<td>67</td>
</tr>
</tbody>
</table>

Specific Focus of MOOC Research (2014-2016)

- Social Learning
  - Engagement
    - Motivation
      - Self-Regulated Learning
      - Cheating
    - Satisfaction
    - Communication/Interaction
  - Learning Experience
    - Quality of MOOC
    - Retention and Completion/Dropout
  - Instructional/MOOC Design
    - K-12 Pre-College

Data Analysis Methods Employed in MOOC Research

<table>
<thead>
<tr>
<th>Method</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptive statistics</td>
<td>124</td>
</tr>
<tr>
<td>Inferential statistics</td>
<td>68</td>
</tr>
<tr>
<td>Content analysis</td>
<td>60</td>
</tr>
<tr>
<td>Social network analysis</td>
<td>59</td>
</tr>
<tr>
<td>Thematic analysis</td>
<td>58</td>
</tr>
<tr>
<td>SWOT analysis</td>
<td>57</td>
</tr>
<tr>
<td>Phenomenological analysis</td>
<td>56</td>
</tr>
<tr>
<td>Collaborative approach analysis</td>
<td>55</td>
</tr>
<tr>
<td>Content comparison method</td>
<td>54</td>
</tr>
</tbody>
</table>

Location of MOOC Research Team Members (2014-2016)

- United States
- Canada
- United Kingdom
- Korea
- Portugal
- South Africa
- Brazil
- Germany
- Japan
- Slovakia
- South Africa
- China
- Australia
- Israel
- Mexico
- Malaysia
- Vietnam
- India
- France
- Netherlands
- Egypt
- Switzerland
- Italy
- Sweden
- Finland
- Ecuador
- Colombia
- Qatar
- Singapore
- Hong Kong
- Morocco
- Indonesia
- Uzbekistan
- Zimbabwe
- Panama
- United Arab Emirates
- Nigeria
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MOOC Study #2: MOOC Research


Figure 2. Research methods used in empirical MOOCs studies (2016 – 2017) (n=51)

Figure 4. Data collection methods used in empirical MOOCs studies (2016 – 2017) (n=51) (Note: some studies contain more than one data collection method)

Figure 6. Specific data analysis methods for MOOC research (2014-2016 and 2016 – 2017)

Figure 8. Primary/general focus of MOOC delivery (2016 – 2017) (n=51) (Note: some studies contain more than one area of focus)

Figure 12. Countries of MOOC delivery in which the research was conducted (2014 – 2017) (n=187) (Note: this figure only includes the main countries).

Next Steps Rationale…
Research Background
– MOOCs can be beneficial to both learners and instructors (Hew & Cheung, 2014)
– Instructors are one of the five main components of MOOCs; the other four are learners, topic, material, and context (Kop, 2011.)
– Few studies have examined instructional design from MOOC instructors’ perspectives (Margaryan et al., 2015; Ross, Sinclair, Knox, Bayne, & Macleod, 2014; Watson et al., 2016)

MOOC Study #3: MOOC Instructor Personalization and Addressing Learner Diversity

Research Design

Research Background
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MOOC Study #3: MOOC Instructor Personalization and Addressing Learner Diversity

Research Design

Figure 1. MOOC instructor departmental or primary discipline affiliations (n=150)

Figure 2. Size of most recent MOOC enrollments for survey respondents (n = 150)
**Figure 1.** MOOC instructor prior experience teaching fully online and blended courses prior to teaching their most recent MOOC (Note: on a scale of 1 (low) to 10 (high) (n=148))

![Bar chart showing teaching full online or blended courses experience](chart1)

**Figure 2.** MOOC instructor involvement in designing course content for the MOOC (Note: on a scale of 1 (low) to 10 (high) (n=152))

![Bar chart showing MOOC instructors involvement in the course design](chart2)

**Figure 3.** Effort placed on meeting unique learner needs when designing most recent MOOC (Note: on a scale of 1 (low) to 10 (high) (n=144))

![Bar chart showing meeting unique learner needs during MOOC “design” phase](chart3)

**Figure 4.** Effort placed on meeting unique learner needs when delivering most recent MOOC (Note: on a scale of 1 (low) to 10 (high) (n=144))

![Bar chart showing meeting unique learner needs during MOOC “delivery” phase](chart4)

**Figure 5.** Number of MOOCs that offer different types of learner feedback (n=135)

![Bar chart showing feedback systems employed in MOOCs](chart5)

**Figure 6.** Number of MOOCs that offer different types of learning system automation and adaptation (n=127)

![Table showing types of learning automation employed in MOOCs](chart6)
**Figure 7.** MOOC instructor interest in learning new ways to personalize their next MOOC offering (Note: on a scale of 1 (low) to 10 (high) (n=134)

**Figure 8.** The perceived effort of MOOC instructors in addressing the needs of individuals from different cultural backgrounds and languages in their most recent MOOC (Note: on a scale of 1 (low) to 10 (high) (n=141)

**Figure 9:** MOOC instructors (n=133) instructional practices to address cultural diversity

**Table 1.** Instructional Practices of MOOC Instructors to Address the Variety of Student Competencies and Needs (n=142)

<table>
<thead>
<tr>
<th>Instructional Practice</th>
<th>Response Plan</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish learning goals</td>
<td>100%</td>
<td>142</td>
</tr>
<tr>
<td>Embed supplementary course materials</td>
<td>80%</td>
<td>115</td>
</tr>
<tr>
<td>Post study course assignments and small group discussions</td>
<td>65%</td>
<td>95</td>
</tr>
<tr>
<td>Emphasize group projects and learning groups</td>
<td>30%</td>
<td>43</td>
</tr>
<tr>
<td>Emphasize hands-on learning over exams</td>
<td>80%</td>
<td>115</td>
</tr>
<tr>
<td>Provide reading and research materials</td>
<td>70%</td>
<td>99</td>
</tr>
<tr>
<td>Use technology to enhance learning (e.g., wikis, blogs, forums, social media)</td>
<td>40%</td>
<td>61</td>
</tr>
<tr>
<td>Other</td>
<td>20%</td>
<td>28</td>
</tr>
</tbody>
</table>

**Table 2.** Instructional Practices of MOOC Instructors to Address the Variety of Student Competencies and Needs (n=142)

<table>
<thead>
<tr>
<th>Instructional Practice</th>
<th>Percent Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include multimedia (e.g., videos, animations, interactive elements)</td>
<td>75%</td>
</tr>
<tr>
<td>Include text discussions and chat rooms</td>
<td>85%</td>
</tr>
<tr>
<td>Encourage students to use multimedia resources</td>
<td>70%</td>
</tr>
<tr>
<td>Link course content to other online resources</td>
<td>90%</td>
</tr>
<tr>
<td>Add subtitles to video content</td>
<td>75%</td>
</tr>
<tr>
<td>Offer transcripts of video or audio content</td>
<td>85%</td>
</tr>
</tbody>
</table>

**Table 3.** Items instructors provided in their most recent MOOC (n=126)

<table>
<thead>
<tr>
<th>Instructional Practice</th>
<th>Percent Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class guest lectures</td>
<td>50%</td>
</tr>
<tr>
<td>Virtual guest lectures</td>
<td>40%</td>
</tr>
<tr>
<td>Virtual guest interviews</td>
<td>30%</td>
</tr>
<tr>
<td>Virtual guest panel discussions</td>
<td>20%</td>
</tr>
<tr>
<td>Virtual guest workshops</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Table 4.** Items instructors provided in their most recent MOOC (n=126)

<table>
<thead>
<tr>
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<tr>
<td>Virtual guest lectures</td>
<td>40%</td>
</tr>
<tr>
<td>Virtual guest interviews</td>
<td>30%</td>
</tr>
<tr>
<td>Virtual guest panel discussions</td>
<td>20%</td>
</tr>
<tr>
<td>Virtual guest workshops</td>
<td>10%</td>
</tr>
</tbody>
</table>
**Study #3: Findings Recap**

1. There is a lack of learner monitoring and feedback (i.e., mostly self and peer monitoring/feedback).
2. More emphasis on personalization in the design of the course than in the delivery of it.
3. Subtitles and transcripts are the most common ways to address cultural and linguistic differences.
4. Automated grading and feedback more prevalent than automated alerts, advice/counseling, and plagiarism detection.
5. Instructors have high interest in learning techniques for personalization in their next MOOC.

**Future Research Might Explore...**

1. Specific instructional design practices for personalization and cultural sensitivity (e.g., focus groups, content analyses, active participation in MOOCs, reviews of historical records, additional surveys, or a combo).
2. How emerging technologies (AR, VR, personal digital assistants, and AI) can be used to address learner needs.
3. Need to develop guidelines, frameworks, and models for more engaging, culturally sensitive, and personalized learning environments.

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**MOOC Study #4: MOOC Instructor Design Challenges and Considerations**


**Research Questions**

1. What motivates instructors to offer MOOCs?
2. What instructional innovations do MOOC instructors perceive?
3. What do instructors perceive as the strengths of their MOOCs?
4. How would they redesign the MOOC?

**Research Methods - Data collection**

Sequential mixed methods design (Creswell & Clark, 2007)

Data Collection:
- (1) surveys, (2) interviews, and (3) course reviews.

Participants:
- 143 survey participants (10% response rate)
- 12 interviewees

<table>
<thead>
<tr>
<th>No.</th>
<th>Countries</th>
<th>Subject Areas</th>
<th>Platforms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The U.S.</td>
<td>Language and Literacy</td>
<td>Coursera</td>
</tr>
<tr>
<td>2</td>
<td>The U.S.</td>
<td>Education</td>
<td>Coursera</td>
</tr>
<tr>
<td>3</td>
<td>The U.S.</td>
<td>Education</td>
<td>Coursera</td>
</tr>
<tr>
<td>4</td>
<td>The U.S.</td>
<td>Chemistry</td>
<td>Coursera</td>
</tr>
<tr>
<td>5</td>
<td>UK</td>
<td>Public Health</td>
<td>FutureLearn</td>
</tr>
<tr>
<td>6</td>
<td>UK</td>
<td>Language and Literacy</td>
<td>FutureLearn</td>
</tr>
<tr>
<td>7</td>
<td>Hong Kong</td>
<td>Math</td>
<td>Coursera</td>
</tr>
<tr>
<td>8</td>
<td>Mainland China</td>
<td>Math</td>
<td>Coursera</td>
</tr>
<tr>
<td>9</td>
<td>Canada</td>
<td>Psychology</td>
<td>Coursera</td>
</tr>
<tr>
<td>10</td>
<td>Australia</td>
<td>Public Health</td>
<td>Open2Study</td>
</tr>
<tr>
<td>11</td>
<td>Sweden</td>
<td>Computer Science</td>
<td>edX</td>
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<tr>
<td>12</td>
<td>India</td>
<td>Management</td>
<td>edX</td>
</tr>
</tbody>
</table>
**Prior Online or Blended Experience**

I Have Many Prior Experiences Related to Designing Full Online or Blended Courses Prior to Designing the MOOC

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>39</td>
<td>12</td>
<td>20</td>
<td>22</td>
</tr>
</tbody>
</table>

**Prior MOOC Experience**

The Number of MOOCs the Instructor has Designed

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4 or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>83</td>
<td>25</td>
<td>20</td>
<td>15</td>
</tr>
</tbody>
</table>

**Subject Area of MOOC Taught**

MOOC subject area

- Medicine and health: 23
- Computer Science: 11
- Education: 15
- Languages and literacy: 20
- Business: 17
- Engineering and technology: 7
- Math: 11
- Communication: 3
- History: 4
- Physics: 3
- Sociology: 1
- Psychology: 4
- Law: 4
- Philosophy: 4
- Biology: 3
- Natural science: 3
- Performing arts: 3
- Chemistry: 2
- Economics: 2
- Geography: 2
- Visual arts: 2
- Agriculture: 1

**MOOC Enrollments**

The Number of Learners Enrolled in Recent MOOC

- 23%: Less than 5,000
- 38%: 5,000-10,000
- 21%: 10,001-20,000
- 13%: 15,001-20,000
- 5%: More than 20,000

**MOOC Delivery Format**

- Instructor led with teaching assistants, moderators, and/or tutor support: 50
- Instructor led with no additional teaching support: 32
- Self-paced: 23
- Primarily learner/participant driven (i.e., cMOOC): 23
- Other: 10
- Hybrid or blended type of MOOC: 5

**Involvement in Course Design**

I was Fully Involved in Designing the Course Content for the MOOC

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
<td>2</td>
<td>26</td>
<td>105</td>
</tr>
</tbody>
</table>
1. Motivational Findings

RQ1: What motivated instructors to offer MOOCs?

Many of them wanted to experience instructional innovation with MOOCs.

U.S.: decided to design MOOCs "just to experiment."

U.S.: "expose your university to broader world."

Sweden: "summarizes our way to teaching Computer Architecture and then I was very motivated to give a MOOC."

U.S. "The initial motivation was to make some video resources for my own students."

2. Innovation Findings

RQ2: What instructional innovations do MOOC instructors perceive?

- Cutting videos into small chunks.
- Integrating interactive media.
- Peer review.
- Problem-based learning.
- Service learning.
3. MOOC Strengths Findings

RQ3: What do instructors perceive as the strengths of their MOOCs?

- The topic of the MOOC itself.
- The pedagogical methods employed.
- The impact on participants.

Findings

RQ. How do instructors address the challenges that they perceive related to MOOCs?

- Explore other MOOC examples
- Seek help from the platform/Colleagues/institutions

Findings

RQ. What are the design considerations of instructors when designing MOOCs?

- Learning objectives
- Assessment
- Time for designing MOOC
- Engaging learners

4. MOOC Design Findings

RQ4: How would they redesign the MOOC?

Overall, they were satisfied with the current course, especially with the structure.

One literacy instructor from the UK emphatically stated:

"Actually no. I’m quite happy with it and we’ve had good feedback from learners."

Data from the platform

He further added:

“I probably am a much better teacher than I was before…To think about that [i.e., less interaction with students when using prerecorded video] made me a different teacher. I’m sure I’m a different teacher after that. If you want to become a better teacher, you develop a MOOC.”
Study #4: Findings Recap
1. Growth and relatedness needs were the primary instructor motivations for offering MOOCs. Growth needs included curiosity about MOOCs and the exploration of new ways of teaching; such findings align well with the research from Hew and Cheung (2014).
2. Various pedagogical innovations were mentioned by the interviewees (e.g., guests, PBL, service learning, peer review, interactive media, etc.).
3. MOOC instructors interviewed were satisfied with the designs of their MOOCs, but did want to make major changes to their course. (Lacking time? And overly rely on positive student feedback.)

Significance & Conclusion
1. This study provides a window into the decision making of more than 100 MOOC instructors. Few studies have tapped into such a database.
2. This study provides key insights into instructors’ motivations for offering MOOCs as well as instructional innovations in MOOC design.
3. The results may inform MOOC stakeholders (i.e., institutions) of how to foster instructor motivation and instructional innovation in MOOCs.
4. This study can be used to train instructional designers on the design of MOOCs as well as the expectations of MOOC instructors that they may be working with.

Future Research Might Explore...
1. The relationship between instructor motivation and the types of instructional innovations in MOOC design.
2. Changes in MOOC instructor motivation across several MOOCs.
3. MOOC instructor motivation by discipline, country, or region of the world.
4. MOOC instructional professional development and instructor teaching skill changes from designing MOOCs.

October 2015
Predictors of Retention and Achievement in a Massive Open Online Course

“If MOOCs are to fulfill their promise as a way of providing all learners with opportunities to obtain education at a low cost, much more research is needed regarding how to engage these students and help them to be successful in these environments.” (p. 952)

Research Questions
1. What are the instructors’ reasons to offer MOOCs?
2. How do instructors design their MOOCs?
3. What challenges do instructors experience in designing their MOOC?
**Research Methods - Data collection**

- **Research Design:** mixed method design (Creswell, 1999)
- **Data Collection:** Survey, interview, course review. Web-based survey: 20 closed-ended questions + 2 open-ended questions; 9 interview questions.
- **Participants:** 46 survey participants (15.6%) and 9 interviewees (3 Malaysian + 6 Indonesian)

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**Demographics - The number of MOOCs have designed (n=46)**

- 1
- 2
- 3 or more

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**Demographics - The Number of Participants (n=46)**

- Less than 1,000: 36
- 1,000-1,999: 9
- 2,000-3,999: 0
- 4,000-5,999: 0
- 6,000-9,999: 1
- 10,000+: 0

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**Delivery Format - The Delivery Format of MOOC (n=46)**

- Hybrid or blended type: 23
- Instructor led with instructor assistants, and/or tutor support: 10
- Instructor led with no additional teaching support: 5
- Self-paced: 4
- Other (Please describe): 2
- Primarily learner/participant driven: 2

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**Reasons Offer MOOCs - Reasons to Offer MOOCs (n=46)**

- Increase participant access to education: 32
- Contributing to human development: 26
- Institutional encouragement: 26
- To experience teaching and connecting...: 24
- Personal interest: 15
- For research purposes: 7
- Other (Please describe): 1
### Preparation for MOOC

**Preparation (n=46)**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build a team</td>
<td>29%</td>
</tr>
<tr>
<td>Familiarize myself with various design...</td>
<td>27%</td>
</tr>
<tr>
<td>Join in other MOOC courses which...</td>
<td>24%</td>
</tr>
<tr>
<td>Investigate MOOC environment</td>
<td>22%</td>
</tr>
<tr>
<td>Investigate new and emerging</td>
<td>20%</td>
</tr>
<tr>
<td>Seek advice from any MOOC or regular...</td>
<td>20%</td>
</tr>
<tr>
<td>Investigate legal, ethical, and...</td>
<td>17%</td>
</tr>
<tr>
<td>Understand different types of MOOCs...</td>
<td>11%</td>
</tr>
<tr>
<td>Learn from my previous MOOC</td>
<td>9%</td>
</tr>
<tr>
<td>Other (Please describe):</td>
<td>2%</td>
</tr>
</tbody>
</table>

### Increase Attraction

**Strategy to Increase Participants’ Attraction (n=46)**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide course information</td>
<td>31%</td>
</tr>
<tr>
<td>Other recognition (e.g., certificate, ...)</td>
<td>26%</td>
</tr>
<tr>
<td>Design a list of the steps to complete</td>
<td>24%</td>
</tr>
<tr>
<td>Lay out instructor’s expectations</td>
<td>20%</td>
</tr>
<tr>
<td>Design a visual depicting the path to...</td>
<td>17%</td>
</tr>
<tr>
<td>Explain the pre-requisite knowledge</td>
<td>16%</td>
</tr>
<tr>
<td>Post examples of what learners are doing</td>
<td>16%</td>
</tr>
<tr>
<td>Provide personal email and/or social media</td>
<td>14%</td>
</tr>
<tr>
<td>Provide video trailer</td>
<td>13%</td>
</tr>
<tr>
<td>Post prior student testimonials</td>
<td>11%</td>
</tr>
<tr>
<td>Other (Please describe):</td>
<td>4%</td>
</tr>
</tbody>
</table>

### Increase Participation

**Strategy to Increase Participation (n=46)**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give certificates/badges</td>
<td>28%</td>
</tr>
<tr>
<td>Use multimedia (e.g., video lectures, ...)</td>
<td>26%</td>
</tr>
<tr>
<td>Assign optional readings, videos, or...</td>
<td>25%</td>
</tr>
<tr>
<td>Attempt to create learning communities</td>
<td>25%</td>
</tr>
<tr>
<td>Provide quizzes</td>
<td>23%</td>
</tr>
<tr>
<td>Offer human feedback on their tasks</td>
<td>22%</td>
</tr>
<tr>
<td>Provide assignments</td>
<td>22%</td>
</tr>
<tr>
<td>Encourage participants to do an...</td>
<td>18%</td>
</tr>
<tr>
<td>Provide study guides</td>
<td>16%</td>
</tr>
<tr>
<td>Organize peer groups or collaborative learning</td>
<td>12%</td>
</tr>
<tr>
<td>Offer automated system feedback on...</td>
<td>10%</td>
</tr>
<tr>
<td>Conduct recorded live video broadcasts</td>
<td>9%</td>
</tr>
<tr>
<td>Other (Please describe):</td>
<td>2%</td>
</tr>
</tbody>
</table>

### Participation Monitoring

**Participation Monitoring or Tracking (n=46)**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-monitoring and self-evaluation</td>
<td>21%</td>
</tr>
<tr>
<td>Weekly or daily reports offered by learning</td>
<td>21%</td>
</tr>
<tr>
<td>Modular or unit based progress</td>
<td>19%</td>
</tr>
<tr>
<td>Personal tracking from instructor</td>
<td>17%</td>
</tr>
<tr>
<td>Personal tracking from teaching assistants</td>
<td>14%</td>
</tr>
<tr>
<td>Hybrid system of two or more of the above</td>
<td>12%</td>
</tr>
<tr>
<td>Peer or group member reports</td>
<td>8%</td>
</tr>
<tr>
<td>Not applicable (learner progress is not...</td>
<td>3%</td>
</tr>
<tr>
<td>Other (Please describe):</td>
<td>2%</td>
</tr>
</tbody>
</table>

### Assess Learning

**Ways to Assess Participants’ Learning (n=46)**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes/Tests</td>
<td>29%</td>
</tr>
<tr>
<td>Participant e-portfolio</td>
<td>17%</td>
</tr>
<tr>
<td>Presentations (e.g., at class)</td>
<td>14%</td>
</tr>
<tr>
<td>Participant log data</td>
<td>12%</td>
</tr>
<tr>
<td>Papers</td>
<td>8%</td>
</tr>
<tr>
<td>Participant artifacts</td>
<td>8%</td>
</tr>
<tr>
<td>Other (Please describe):</td>
<td>6%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>4%</td>
</tr>
<tr>
<td>Participant blog/website</td>
<td>4%</td>
</tr>
</tbody>
</table>

### Obtain Feedback

**The Way Participants Obtain Feedback in the Course (n=46)**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor feedback</td>
<td>26%</td>
</tr>
<tr>
<td>Peer feedback</td>
<td>24%</td>
</tr>
<tr>
<td>Moderator, tutor, or teaching assistant</td>
<td>20%</td>
</tr>
<tr>
<td>Task or assignment rubrics</td>
<td>15%</td>
</tr>
<tr>
<td>System or computer feedback</td>
<td>10%</td>
</tr>
<tr>
<td>Self-feedback</td>
<td>9%</td>
</tr>
<tr>
<td>Outside expert feedback</td>
<td>3%</td>
</tr>
<tr>
<td>Other (Please describe):</td>
<td>2%</td>
</tr>
</tbody>
</table>
MOOC Instructor Challenges

The Challenges in Designing MOOCs (n=46)

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage participant learning</td>
<td>25</td>
</tr>
<tr>
<td>Develop video contents</td>
<td>24</td>
</tr>
<tr>
<td>Assess participant learning</td>
<td>22</td>
</tr>
<tr>
<td>Provide timely feedback</td>
<td>18</td>
</tr>
<tr>
<td>Personalize participant learning</td>
<td>18</td>
</tr>
<tr>
<td>Manage tension, rudeness, alienation,...</td>
<td>14</td>
</tr>
<tr>
<td>Other (Please describe):</td>
<td>7</td>
</tr>
</tbody>
</table>

Help of Advice from...?

Where did you Turn for Help or Advice when Facing the Challenges of Designing MOOCs? (n=46)

<table>
<thead>
<tr>
<th>Help source</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOOC instructors</td>
<td>25</td>
</tr>
<tr>
<td>MOOC provider</td>
<td>24</td>
</tr>
<tr>
<td>Institution (e.g., administrator, technician)</td>
<td>22</td>
</tr>
<tr>
<td>Video tutorials</td>
<td>18</td>
</tr>
<tr>
<td>Open educational resources (OER)</td>
<td>18</td>
</tr>
<tr>
<td>Books and technical reports</td>
<td>16</td>
</tr>
<tr>
<td>Others who have teaching background</td>
<td>13</td>
</tr>
<tr>
<td>Popular articles (e.g., newspapers,...</td>
<td>12</td>
</tr>
<tr>
<td>Conferences, summits, and institutes</td>
<td>11</td>
</tr>
<tr>
<td>Scholarly journal articles</td>
<td>8</td>
</tr>
<tr>
<td>Other (Please described):</td>
<td>7</td>
</tr>
</tbody>
</table>

Study #5: Findings Recap and Future Directions

1. Primary motives, include: (1) personal interest, (2) research purposes, (3) experience teaching a large online course, (4) institutional encouragement, and (5) altruism.

2. Offering recognition such as certificate, badge, points, or transfer credit to increase student enrollment.

3. Top challenges include encouraging collaboration, fostering engagement, video development, and time.

4. Future research might add perspectives from students, affiliated institutions, and MOOC providers

Study #6: May 16, 2018

Instructional Explanations in MOOC Videos (studio and classroom)

Junghun Lee, Indiana University

Hew’s (2018, p. 1) analyzed 4,565 coursetalk review comments of 10 highly rated MOOCs. He found “six key factors that can engage online [MOOC] participants and nine reasons for participant disaffection.”

1. Problem-centric learning supported by clear explanations.
2. Active learning supported by timely feedback (e.g., assignments, projects, discussion).
3. Course resources that cater to participants’ learning needs or preferences.
4. Instructor attributes (e.g., passion, enthusiasm, humor, variety of examples).
5. Peer interaction.
6. Instructor availability.

Khe Foon (Timothy) Hew (2018)


https://www.coursetalk.com/