Self-Direct to Learn, Self-Direct to Live: Exploring Learner Choices, Experiences, and Possibilities in a Self-Directed Learning World

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With…
Meina Zhu | meinazhu@wayne.edu
Wayne State University

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Talk Outline

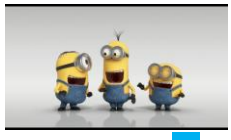
1. MOOC News and Trends
2. Study #1: MOOC Instructor ID Considerations and Challenges
3. Study #2: MOOC ID for Self-directed Learning
4. Study #3: MOOC Instructor Personalization

2

2

Talk Outline

4. Study #4: Cultural Sensitivity in MOOCs
5. Study $5: MOOC Learners and SDL
5. Study #6: SEM and MOOC Learning
6. Study #7: Duolingo
7. Study #8: Nepali Youth SDL in MOOCs.



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Polls

Poll #1: Who in here has taken a MOOC?

Poll #2: Are you happy or frustrated when you take a MOOC?

4

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MOOC Trends and Recent Data

5

April 29, 2020

Zoom Boom

Synchronous instruction is trending, but experts say a more intentional mix of live and asynchronous classwork is necessary for future remote terms.

Colleen Flaherty, Inside Higher Ed

https://www.insidehighered.com/news/2020/04/29/synchronous-instruction-hot-right-now-it-sustainable

6

December 16, 2019

2020 Impact Report, edX

https://www.edx.org/sites/default/files/2020-impact-report.pdf

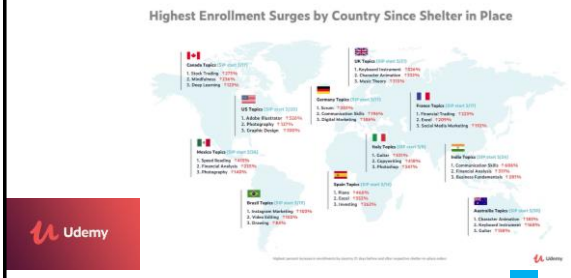
7

April 30, 2020

New Udemy Report Shows Surge in Global Online Ed in Response to COVID-19

People around the world are learning how to work from home and stay productive as the Future of Work arrives

Businesswire: https://www.businesswire.com/news/home/20200430005243/en/



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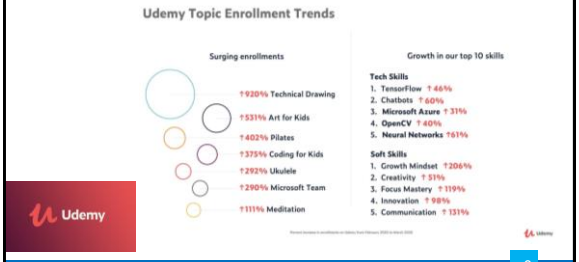
April 30, 2020

New Udemy Report Shows Surge in Global Online Education in Response to COVID-19

There has been an immense surge in enrollments in courses related to Telecommuting (21,598% increase) and Virtual Teams (1,523%), as well as Decision Making (277%), Self Discipline (237%), and Stress Management (235%).

https://www.businesswire.com/news/home/20200430005243/en/



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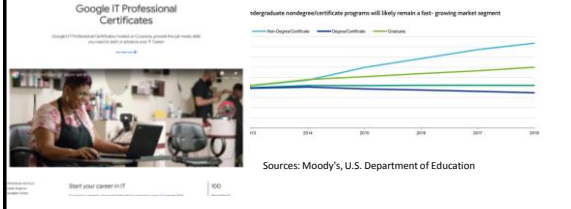
August 27, 2020

Alternative Credentials on the Rise

Paul Fain, Inside Higher Ed

https://www.insidehighered.com/news/2020/08/27/interest-spikes-short-term-online-credentials-will-it-be-sustained



Sources: Moody's, U.S. Department of Education

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August 27, 2020

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Paul Fain, Inside Higher Ed

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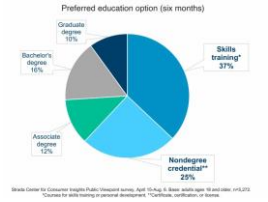

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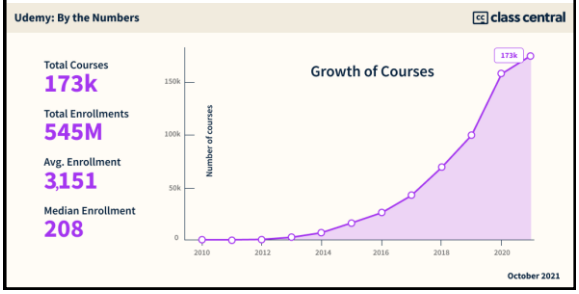
October 13, 2021

Analyzing Udemy's IPO Filing:

$430M Revenue; $30M CorpU Acquisition; Consumer Segment Stalls, Enterprise Grows.

Dhawal Shah, Class Central

https://www.classcentral.com/report/udemy-s1-analysis/



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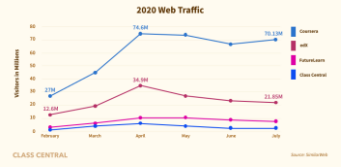
MOOCs Stats

August 16, 2020

By the Numbers: MOOCs During the Pandemic
Dhawal Shah, Class Central
https://www.classcentral.com/report/mooc-stats-pandemic/



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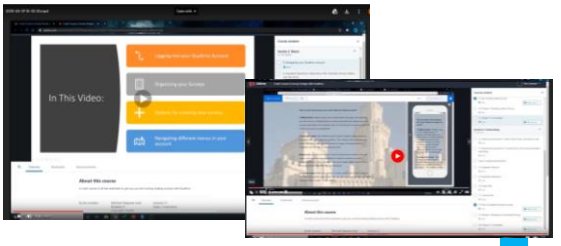
April 29, 2020

MOOC and Qualtrics

Tanner Phillips, Udemy
https://drive.google.com/file/d/1fkiTPUbDYiK91V-8R3odkxFytHiqQnc0/view



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Hundred+ MOOC Clubs

February 21, 2020

250 MOOCs and Counting: One Man's Educational Journey, Chronicle of Higher Education
http://chronicle.com/article/250-MOOCsCounting-One/229397/?cid=at
If the MOOC movement has faded, nobody told Jima Ngei. Mr. Ngei, who lives in Port Harcourt, Nigeria, has completed and passed 250.

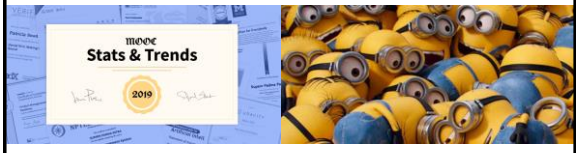
Jima Ngei: "I had this unrelenting fear that this miracle of free access might evaporate soon."

15

MOOCs Stats

December 17, 2019

Online Degrees Slowdown: A Review of MOOC Stats and Trends in 2019, Dhawal Shah, Class Central
https://www.classcentral.com/report/moocs-stats-and-trends-2019/



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MOOCs Stats

December 17, 2019

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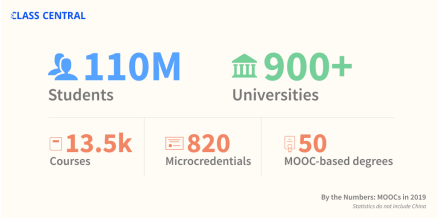
Dhawal Shah, Class Central
https://www.classcentral.com/report/moocs-stats-and-trends-2019/



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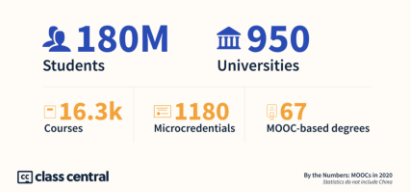
MOOCs Stats

December 14, 2020

The Second Year of the MOOC: A Review of MOOC Stats and Trends in 2020, Dhawal Shah, Class Central
https://www.classcentral.com/report/the-second-year-of-the-mooc/



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MOOCs Stats

Most Followed Subjects — class central

	Pre-Pandemic	Post-Pandemic
1	Computer Science	Personal Development +3
2	Programming	Business +1
3	Business	Art & Design New entry
4	Personal Development	Management & Leadership +1
5	Management & Leadership	Self Improvement New entry
6	Data Science	Humanities New entry
7	Artificial Intelligence	Computer Science -6
8	Information Technology	Communication Skills New entry
9	Career Development	Health & Medicine New entry
10	Entrepreneurship	Foreign Language New entry

December 14, 2020

The Second Year of the MOOC: A Review of MOOC Stats and Trends in 2020, Dhawal Shah, Class Central

https://www.classcentral.com/report/the-second-year-of-the-mooc/

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MOOCs Stats

December 17, 2019

A Review of MOOC Stats and Trends in 2019
Dhawal Shah, Class Central

https://www.classcentral.com/report/moocs-stats-and-trends-2019/

Here's how the top-5 MOOC providers currently look in terms of users and offerings:

	Learners	Courses	Microcredentials	Degrees
Coursera	45 million	3,800	420	16
edX	24 million	2,640	292	10
Udacity	11.5 million	200	40	1
FutureLearn [2,4]	10 million	880	49	23
Swayam [2,3]	10 million	1,000	0	0

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MOOCs Stats

December 14, 2020

The Second Year of the MOOC: A Review of MOOC Stats and Trends in 2020, Dhawal Shah, Class Central

https://www.classcentral.com/report/the-second-year-of-the-mooc/

New Registered Users	2019	2020	Total
coursera	8M	31M	76M
edX	5M	10M	35M
FutureLearn	1.3M	5M	15M
class central	350k	800k	2.3M

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MOOCs Stats

December 14, 2020

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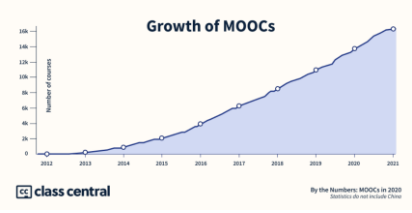
https://www.classcentral.com/report/the-second-year-of-the-mooc/



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MOOCs Stats

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Dhawal Shah, Class Central

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Swayam [2,3]	10 million	1,000	0	0

That is why I called the rise of online degrees the second wave of MOOC hype and 2018, the year of MOOC-based degrees.

	2017	2018	2019
Coursera	4	11	16
edX	1	9	10
FutureLearn	4	18	23
Udacity	1	1	1
Total	10	39 (+29)	50 (+11)

But in 2019, the hype seems to have subsided: only 11 online degrees were announced this year. The total number of MOOC-based degrees has now grown to 50.

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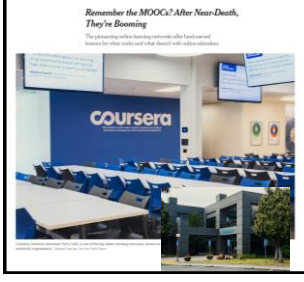
May 26, 2020

Remember the MOOCs? After Near-Death, They're Booming

Steven Lohr, The New York Times

https://www.nytimes.com/2020/05/26/technology/moocs-online-learning.html



Coursera added 10 million new users from mid-March to mid-May. Credit...Jessica Chou for The New York Times

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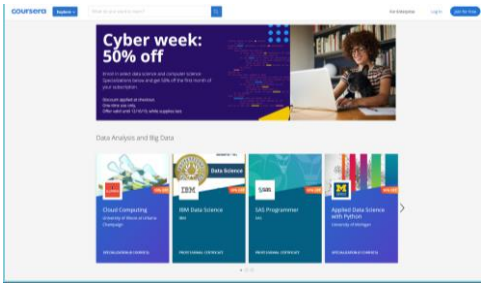
December 15, 2019

Coursera <no-reply@m.mail.coursera.org>
Ends TOMORROW: 50% off top tech Specializations



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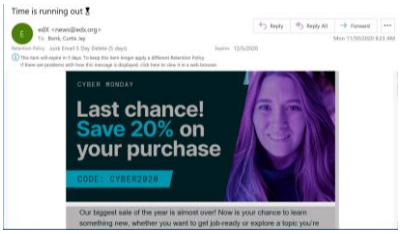
November 30, 2020

Cyber Monday



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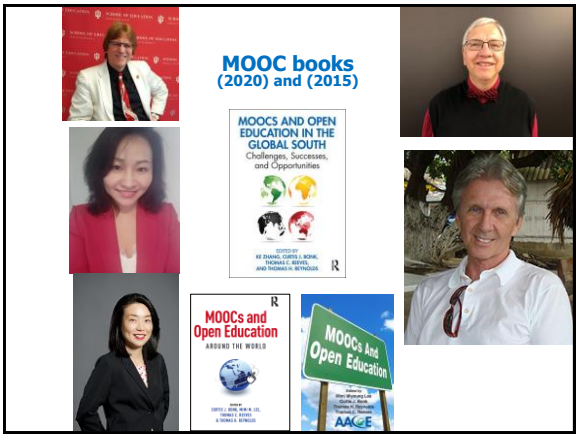

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October 22, 2021

Wanted:

Billions of Self-Directed Learners

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October 22, 2021

Wanted:

Billions of Self-Directed Learners

https://www.peoplematters.in/article/training-development/the-era-of-self-directed-learning-hrs-new-role-and-strategy-24348

29

29

Benefits of Self-Directed Learners

https://discoverpraxis.com/reasons-not-to-go-to-college/

THE BENEFITS OF
SELF-DIRECTED LEARNING

- Teaches you to take initiative and create value
- Builds self-confidence
- Teaches perseverance and flexibility
- Kindles intrinsic motivation
- Promotes self-awareness
- Helps you find a career you find personally fulfilling
- Allows you to learn skills more holistically
- Teaches social skills
- Lets you explore a wider range of interests
- Gives you the practical experience to execute what you've learned

PRAXIS

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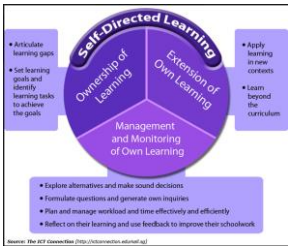
The Adult Learner

One Model of Self-Directed Learning

http://the-adult-learner-2016.blogspot.com/2016/02/a-single-candle-self-directed-learning.html



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Study #1 MOOCs Design Considerations and Challenges

Zhu, M., Bonk, C. J., & Sari, A. (2018). Instructor experiences designing MOOCs in higher education: Pedagogical, resource, and logistical considerations and challenges. *Online Learning*, *22*(4), 203-241.

32

Research Background

- **MOOCs can be beneficial to both learners and instructors** (Hew & Cheung, 2014).
- **Instructional design is critical for online learning** (Johnson & Aragon, 2003; Phipps & Merisotis, 1999).
- **Instructors are one of the five main components of MOOCs** (Kop, 2011).
- **Few studies have examined instructional design from MOOC instructors' perspectives** (Margaryan et al., 2015; Watson et al., 2016).

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Research Purpose

The purpose of this study is to provide suggestions for future MOOC instructors and instructional designers in higher education through exploring MOOC design considerations and challenges from the instructor's perspective.

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Research Questions

1. **What are the design considerations of instructors when designing MOOCs?**
2. **What challenges do instructors perceive when designing MOOCs?**
3. **How do instructors address the challenges that they perceive related to MOOCs?**

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Research Design

- **Sequential mixed methods design (Creswell & Clark, 2017)**

Quan Data Collection → Quan Data Analysis → Qual Data Collection → Qual Data Analysis → Interpretation of Entire Analysis

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Data Collection

- **Data Collection:**
  - **Survey, interview, and course review**
- **Participants:**
  - **143 survey participants (10% response rate)**
  - **12 interviewees**

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12 Interviewees

No.	Countries	Subject areas	Platforms
1.	The U.S.	Language and Literacy	Coursera
2.	The U.S.	Education	Coursera
3.	The U.S.	Education	Canvas
4.	The U.S.	Chemistry	Coursera
5.	UK	Medicine and Health	FutureLearn
6.	UK	Language and Literacy	FutureLearn
7.	Hong Kong (China)	Math	Coursera
8.	Mainland China	Math	Coursera
9.	Canada	Psychology	Coursera
10.	Australia	Medicine and Health	Open2Study
11.	Sweden	Computer Science	edX
12.	India	Management	edX

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Data Analysis

RQs	Data Sources	Data analysis
RQ1	Survey-multiple-choice questions	Descriptive statistics
	Survey-open-ended questions	Content analysis (Elo & Kyngäs, 2008)
	Interview	Content analysis
	MOOC review	Content analysis
RQ2	Survey-multiple-choice questions	Descriptive statistics
	Survey-open-ended questions	Content analysis
	Interview	Content analysis
RQ3	Survey-multiple-choice questions	Descriptive statistics
	Interview	Content analysis

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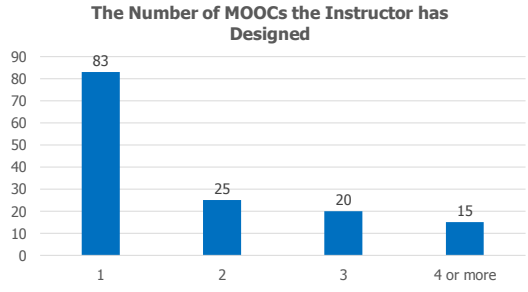
Research Context



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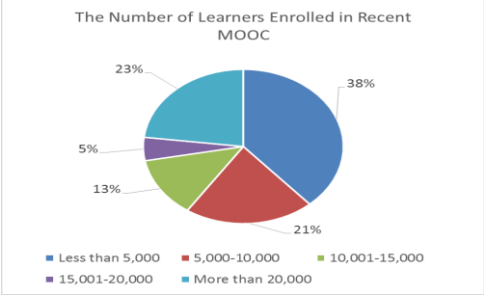
Research Context



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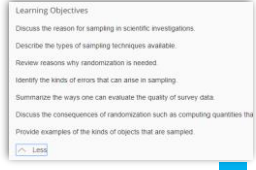
Findings RQ1

RQ #1. What are the design considerations of instructors when designing MOOCs?

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

An example of learning objectives:



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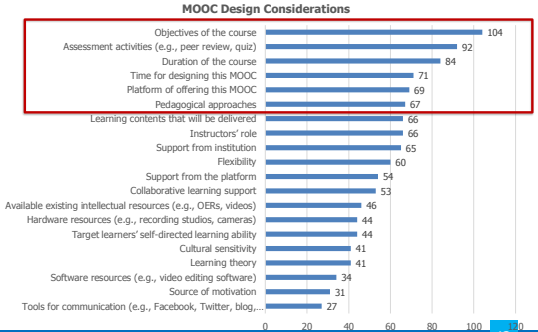
RQ1 Survey Results



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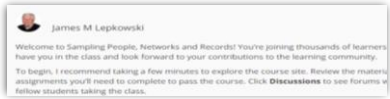
RQ1 Interview Results

Engage learners

One instructor from US mentioned:

"I engaged people in the forum. So **each week I would write a message that would be the new welcome page for the week** that would say, 'hey come to the forum and ask questions about this or come to the forum introduce yourself'... Of course, I tried to get students to feel like **I was engaged with them during the videos by asking them questions** and telling them to do things during the video."



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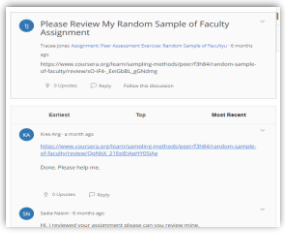
Findings RQ2

RQ #2. What challenges do instructors perceive when designing MOOCs?

- Assessment methods
- Engaging students' learning
- Time limitation



(Note: Above is an example of peer-assessment.)

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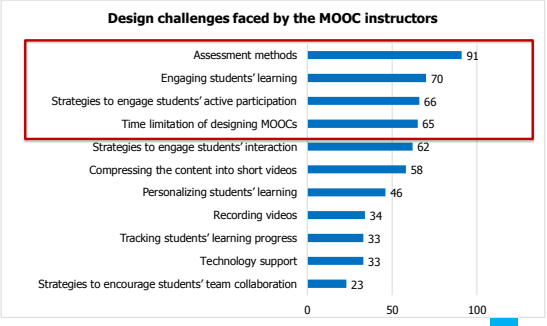
RQ2 Survey Results



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RQ2 Interview Results

Time limitation

One instructor from education subject mentioned:

"I think one of the challenges is time. It does take a lot of time to get the videos done. **I did not get a course release when I was doing, and it was a side project at the same time as my regular load.**"

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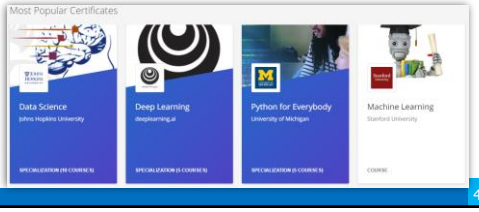
Findings RQ3

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



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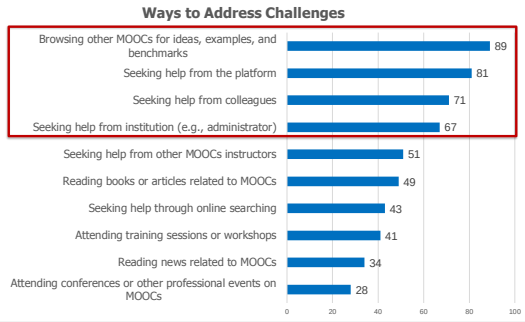
RQ3 Survey Results



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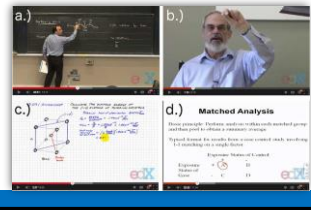
RQ3 Interview Results

Explore other MOOC examples

One MOOC instructor from the US mentioned:

"**When I started making the MOOC, I could see MOOCs that other people had made.** So I could see what other people did in terms of having videos with questions embedded in the videos, which I really liked."



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Discussion

- The **time limitation** of creating MOOCs was the primary logistical consideration (Hew & Chung, 2014; Watson et al., 2016) and challenges.
- The **pedagogical factors** were the primary design considerations (Watson et al., 2016) and challenges in MOOC design.
- The **assessment and engagement strategies** are the main considerations as well as challenges.

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Study #2
MOOCs Instructional Design to Facilitate Participants' Self-directed Learning

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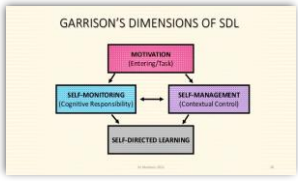
Key Terms

Self-directed learning (SDL) (Garrison, 1997)

(1) self-management

(2) self-monitoring

(3) motivation



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Research Background

- **Learners need self-directed learning skills and strategies to be successful in MOOCs** (Halawa, Greene, & Mitchell, 2014; Littlejohn & Milligan, 2016), as there is a lack of personalized interaction with teachers.
- **Self-directness of a learner might vary in different learning environments which means that the learners could be more self-directed in one learning environment than another** (Hiemstra, 1994).

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Research Background

- **Instructional design can greatly influence students' interaction and engagement** (Garrison & Cleveland-Innes, 2005) **and success in online learning** (Song, Singleton, Hill, & Koh, 2004; Swan, 2001).
- However, few studies have examined instructional design and the delivery of instruction using MOOCs from instructor perspectives (Margaryan et al., 2015; Watson et al., 2016); **especially lacking is research on instructors' perception of SDL and how they design MOOCs to facilitate students' SDL.**

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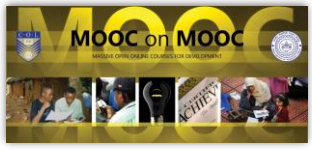
Research Purpose

- **The purpose is to inform instructors or instructional designers and MOOC providers of the current practices of designing MOOCs to facilitate learners' SDL.**



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Research Questions

1. **How do MOOC instructors perceive participant SDL skills?**
2. **How do MOOC instructors perceive their facilitation of participant SDL skills?**
3. **How do instructors design and deliver MOOCs to facilitate participant SDL skills?**
   a. How is technology being used by MOOC instructors to support the development of participant SDL skills?
   b. What technology features or functions do MOOC instructors want to have to improve their facilitation of MOOC participant SDL skills?

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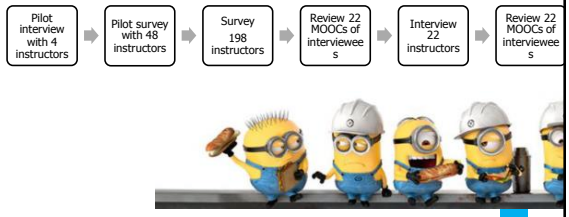
Research Design

Explanatory sequential mixed methods design

(Creswell & Clark, 2017)



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Data Collections

Survey:

- Volunteer sampling (Creswell & Clark, 2017)
- 198 instructors responded to the survey (10% response rate)

Interview:

- Homogeneous purposeful sampling (Creswell & Clark, 2017; Patton, 2002)
- Maximal variation sampling (Creswell & Clark, 2017)
- 22 interviewees

MOOC review:

- Reviewed 22 interviewees' MOOCs

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Pseudonym	Country	Subject area	Platform	Gender	No. of O/B	No. of M	Mode of the M
Lucas	US	Social science	edX	M	0	1	I without T
Branden	US	Education	Udacity	M	0	5 or more	Self-paced
Logan	US	Literacy and Language	Coursera	M	5 or more	5 or more	I with T
Emma	US	Literacy and Language	Coursera	F	2	1	Self-paced
Jason	US	Science	edX	M	1	1	I with T
Jackson	US	Medicine and health	Coursera	M	5 or more	1	Self-paced
Samuel	US	Education	FutureLearn	M	4	3	Self-paced
Hannah	US	Education	Blackboard	F	5 or more	1	I with T
Ashley	US	Education	EdX	F	0	5 or more	I with T
Andrew	UK	Art	FutureLearn	M	0	3	I with T
Emily	UK	Medicine and health	FutureLearn	F	2	2	I with T
Aiden	UK	Social science	FutureLearn	M	0	1	Self-paced
Henry	UK	Social science	FutureLearn	M	0	1	Self-paced
Joseph	UK	Medicine and health	FutureLearn	M	1	1	Self-paced
Joshua	UK	Literacy and language	FutureLearn	M	2	2	I with T
Mason	Australia	Education	Coursera	M	5 or more	1	I with T
Ethan	Australia	Business	Coursera	M	3	1	I without T
Ben	Australia	Social science	edX	M	1	1	I with T
Paul	France	Computer Science	Coursera	M	1	1	I with T
Fernando	Belgium	Research methods	Blackboard	M	5 or more	3	I with T
Jacob	Netherland	Science	Coursera	M	0	1	I with T
Dylan	Israel	Science	Coursera	M	5 or more	3	I without T

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Data Analysis

RQs	Data Sources	Data analysis	Tools
RQ1	Survey	Descriptive statistics	SPSS
	Interview	Content analysis (Elo & Kyngäs, 2008)	NVivo
RQ2	Survey	Descriptive statistics	SPSS
	Interview	Content analysis	NVivo
RQ3	Interview	Content analysis	NVivo
	Course review	Content analysis	NVivo

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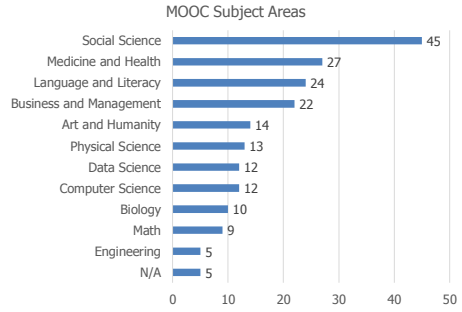
Research Context



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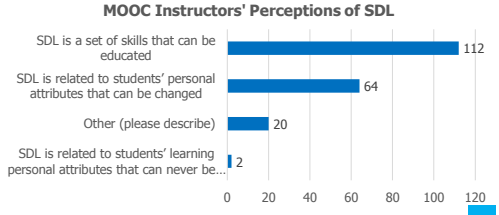
RQ1 Perceptions of SDL

- A majority of the MOOC instructors thought that these skills or attributes are not static, and that SDL as a set of skills can be educated or students' personal attributes that can be changed.



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RQ1 Interview Results

- Emma's understanding of SDL is more related to self-management and motivation. She said:

"When I think about self-directed learning, I think about students **managing their time and managing the coursework on their own, and how it fits into their schedules and their lives, how they interact with materials**, what's going to keep them engaged."

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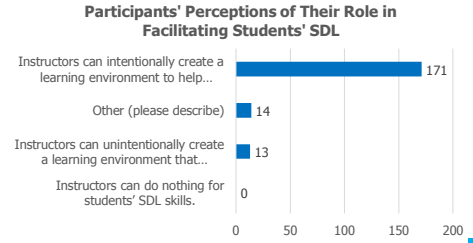
RQ2 Perceptions of Facilitation of SDL

- **Most of MOOC instructors thought that they can intentionally or unintentionally facilitate students' SDL.**



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RQ2 Interview Results

- **Ashely emphasized the importance of both instructors' facilitation and students' SDL skills. She said:**

"The participant has a lot of flexibility on how they approach the content. I mean, obviously, we have things like assignments. We have things like online forums. And there're ways that we scaffold the learning experience. But there still is a lot of choice for the learner."

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RQ3 Strategies to Facilitate SDL

- **Students' intrinsic motivation plays an important role. However, extrinsic motivation provided by the MOOCs might help transfer extrinsic motivation to intrinsic motivation.**

Motivations	Strategies
Entering motivation	MOOC instructors helped students **identify the needs and goals of learning** and sense of achievement.
Task motivation	MOOC instructors motivated students through instruction, learning materials, feedback, and learning community.

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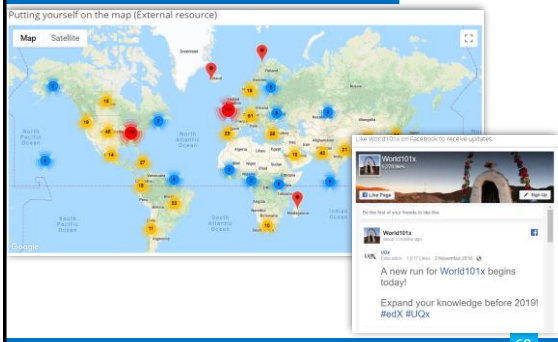
RQ3 Learning Community



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RQ3 Strategies to Facilitate SDL

- **Both internal feedback and external feedback were provided to help students' self-monitoring.**

Self-monitor		Strategies
Internal feedback	Cognition	MOOC instructors provided quizzes for self-assessment, tutorial on technology use, learning advice, navigation of the course, progress indicators, resources, and instructional modeling, etc.
	Meta-cog	MOOC instructors encouraged students to reflect and think critically by providing reflection questions and building learning community.
External feedback		MOOC instructors, teaching assistants, and peers were involved in providing external feedback.

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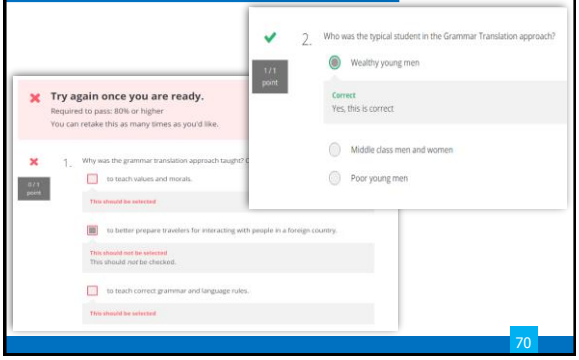
RQ3 Self-assessment (i.e., embedded quizzes)



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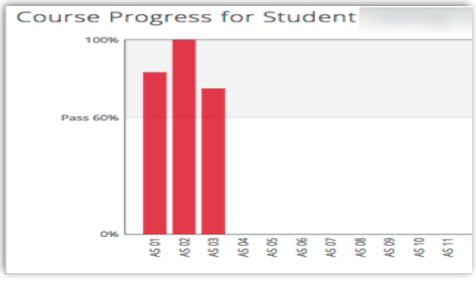
RQ3 Progress Indicators



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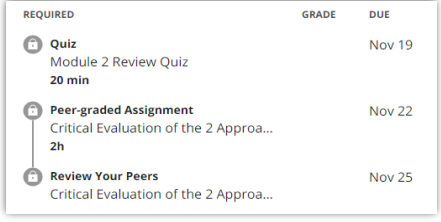
RQ3 External Feedback: Peer-assessment (e.g., 3 peers assigned to review each assignment)



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RQ3 Strategies to Facilitate SDL

- **They helped students' self-management concerning setting learning goals, time management, resources and support management although among the three elements of SDL, MOOC instructors had less control over students' management.**

Self-management	Strategies
Enactment of learning goals	Providing discussion questions, reflections, survey, and appreciation students' learning goals.
Time management	Providing time frame, progress indicator, short learning units, and flexible timeline.
Management of resources and support	Providing flexible learning resources, peer-assessment, accessibilities, clear expectations, and short learning units.

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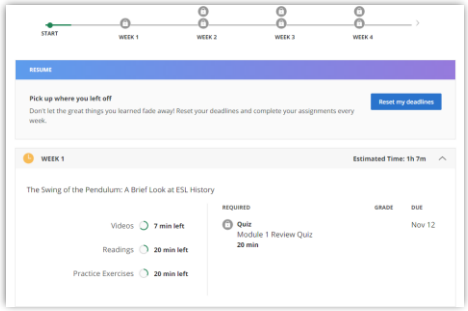
RQ3 Time Management (e.g., time advisories and estimates)



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RQ3-a. Tech Used for SDL

- **Synchronous communication technologies**
  - Google Hangouts
  - YouTube Live
- **Asynchronous communication technologies**
  - Discussion forum
  - Blog
  - Slackbot
  - Flickr
- **Multimedia** (e.g., video and graphics)
- **Feedback technologies**

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Discussion

- **SDL can be Changed**
- **MOOC Instructors can Facilitate SDL**
- **Strategies to Facilitate SDL**: A variety of strategies can be used to facilitate student SDL skills in terms of motivation, self-monitor, and self-management.
- **Tech for SDL:** Tech plays a vital role in facilitating SDL skills.
- **Tech expectations:** Adaptive learning systems, artificial intelligent systems, and learning analytics were expected to have to support SDL.

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Implications

- **For MOOC instructors and Instructional Designers**
  - Build learning community
  - Inspire intrinsic motivation
  - Personalize learning
- **For MOOC providers**
  - Create a personalized learning environment
  - Provide learning analytics to support learning and teaching

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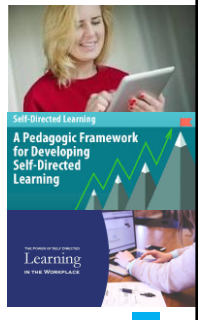
Top 10 Strategies to Facilitate SDL in MOOCs

1. **Helping students set their own learning goals.**
2. **Building learning community.**
3. **Offering immediate feedback.**
4. **Embedding quizzes for self-assessment.**
5. **Providing progress indicators.**
6. **Providing reflection questions.**
7. **Designing short learning units.**
8. **Providing flexible timelines.**
9. **Highlighting estimated time frames.**
10. **Making available optional learning materials.**



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Top 10 Strategies to Facilitate SDL in MOOCs

1. Helping students set their own learning goals.

Example:

"I have asked, at the first page of course, why they're taking the course. So that is the goal. A lot of people say, 'I'm a teacher. And I want to do the stuff with my kids. Or I want to update my knowledge. Or I'm retired and I want to learn this.'"

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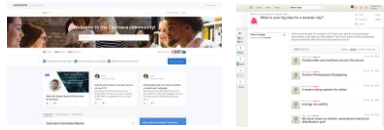
Top 10 Strategies to Facilitate SDL in MOOCs

2. Building learning community.

Joshua from the UK mentioned: We use a lot of resources that already exist. And then we use the MOOC discussion board as a place to where they, kind of, point out and say, "I've seen this. And this is useful. Well, I use this, and this is good. I created this."



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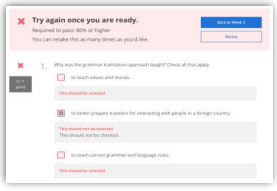
Top 10 Strategies to Facilitate SDL in MOOCs

3. Offering immediate feedback.

4. Embedding quizzes for self-assessment.



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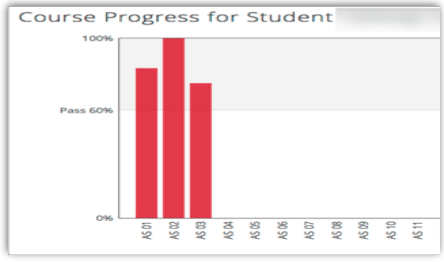
Top 10 Strategies to Facilitate SDL in MOOCs

5. Providing progress indicators



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Top 10 Strategies to Facilitate SDL in MOOCs

6. Providing reflection questions.

We introduced kind of moments that video was stopped and there was a question. The student had to think of it a bit. Sometimes it was kind of a rhetorical question. There wasn't even no answer required. But it was just a pause for a while to let the student reflect. (Jacob)

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Top 10 Strategies to Facilitate SDL in MOOCs

7. Designing short learning units.

- **Video:** Introduction to Regression 6 min
- **Video:** Introduction: Basic Least Squares 6 min

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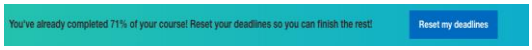
Top 10 Strategies to Facilitate SDL in MOOCs

8. Providing flexible timelines.



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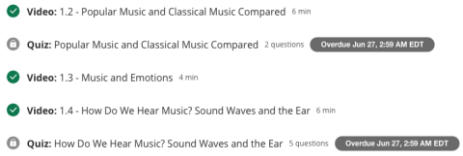
Top 10 Strategies to Facilitate SDL in MOOCs

9. Highlighting estimated time frames.



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Top 10 Strategies to Facilitate SDL in MOOCs

10. Making available optional learning materials.

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10 More Strategies to Facilitate SDL in MOOCs

MOOC: Infection Prevention and Control (IPC) for Novel Corona virus (COVID-19) from OpenWHO (English Version)

11. Structured learning environment:

- **Clearly stated the learning objectives.**
- **Course details stated the expected time to complete the course.**
- **The syllabus, number of course modules, and title of each module.**

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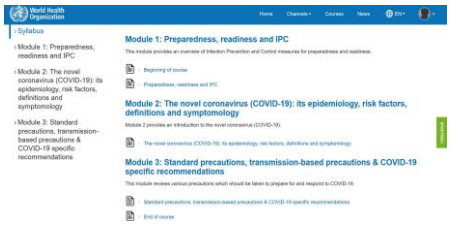
10 More Strategies to Facilitate SDL in MOOCs

11. Structure continued…

Graphic or visual organizations for essential material. The text on screen matched the narration enforcing the redundancy principle.



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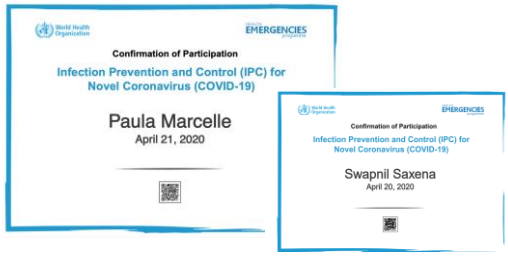
10 More Strategies to Facilitate SDL in MOOCs

12. On completion of modules participants get a certificate.



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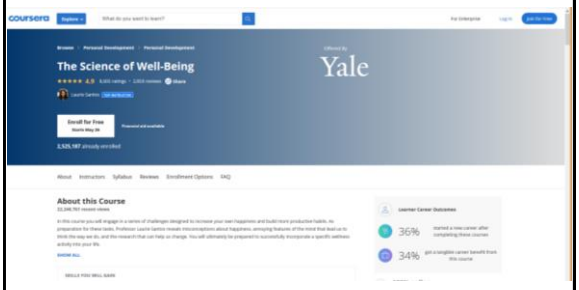
The Science of Well-Being, Yale



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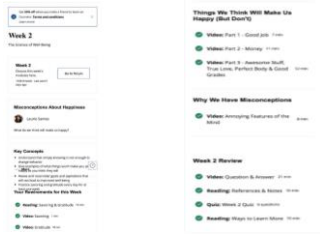
10 More Strategies to Facilitate SDL in MOOCs

13. Week overview. The course is divided into week-long segments, and each week is chunked into manageable parts. Very importantly for the participant to be able to anticipate what can get done in one sitting, the length of each video is included.



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10 More Strategies to Facilitate SDL in MOOCs

14. Lecture recorded and captions added.

Figure 3: Lecture Example

Caption added to video

Video of student audience

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10 More Strategies to Facilitate SDL in MOOCs

14. Continued…Lecture video transcripts.

The full transcript of each video recording is shown below the video player, with the current point in video highlighted as it plays:

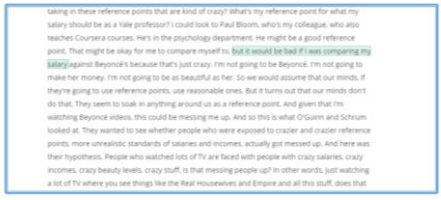

Figure 7: Video Transcript Example

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10 More Strategies to Facilitate SDL in MOOCs

15. Quick check tasks.

The video lectures contain one or two "quick check" pop-up questions to assess understanding (and attention):

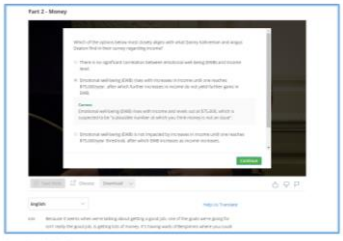

Figure 4: Quick Check Example

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10 More Strategies to Facilitate SDL in MOOCs

16. Providing students with self-selection options.

There is the choice to watch all of the videos, read all of the materials, and submit all of the assignments, or there are choices all along the way to "cut corners" and take in only what the participant wants to.

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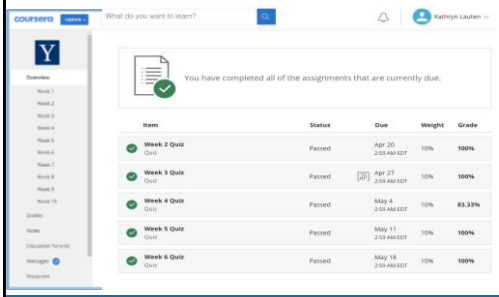
10 More Strategies to Facilitate SDL in MOOCs

17. Visuals showing tasks completed.



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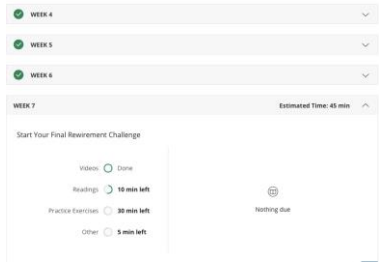
10 More Strategies to Facilitate SDL in MOOCs

18. Visuals showing work progress.



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10 More Strategies to Facilitate SDL in MOOCs

19. Rewirements (assignments) for putting the material to practice (e.g, Random Acts of Kindness, Make A Social Connection, Let's Get Physical, Meditate!, Sleep!, Gratitude Letter/Visit, Savoring, etc.)

Daily Gratitude Journal

Gratitude is a positive emotional state in which one recognizes and appreciates what one has received in life. Research shows that taking time to experience gratitude can make you happier and even healthier. **For the next seven days, you will take 5-10 minutes each night to write down five things for which you are grateful.** They can be little things or big things. But you really have to focus on them and actually write them down (Again, try to develop a tracking method works for you and utilize a note on your phone, a daily calendar, a special notebook, etc). You can just write a word or short phrase, but as you write these things down, take a moment to be mindful of the things you're writing about (e.g., imagine the person or thing you're writing about, etc.). This exercise should take at least five minutes. Do this each night for the whole week.

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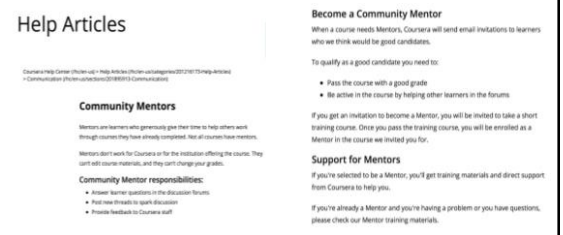
10 More Strategies to Facilitate SDL in MOOCs

20. Offer community support and help.



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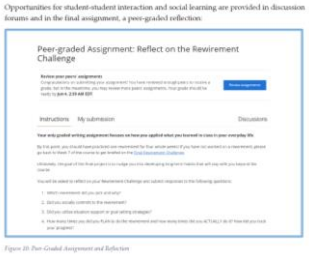
10 More Strategies to Facilitate SDL in MOOCs

Bonus Item: Peer-graded assignments.



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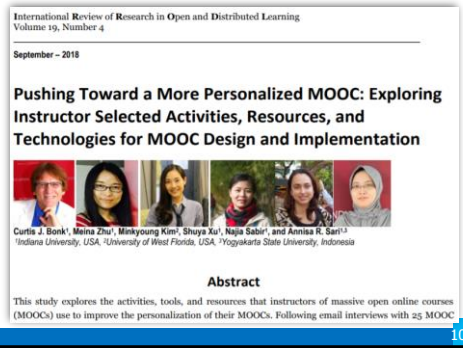
MOOC Study #3



International Review of Research in Open and Distributed Learning
Volume 19, Number 4

September – 2018

Pushing Toward a More Personalized MOOC: Exploring Instructor Selected Activities, Resources, and Technologies for MOOC Design and Implementation

Curtis J. Bonk[1], Meina Zhu[1], Minkyoung Kim[2], Shuya Xu[1], Najia Sabir[1], and Annisa R. Sari[1,3]
[1]Indiana University, USA, [2]University of West Florida, USA, [3]Yogyakarta State University, Indonesia

Abstract

This study explores the activities, tools, and resources that instructors of massive open online courses (MOOCs) use to improve the personalization of their MOOCs. Following email interviews with 25 MOOC

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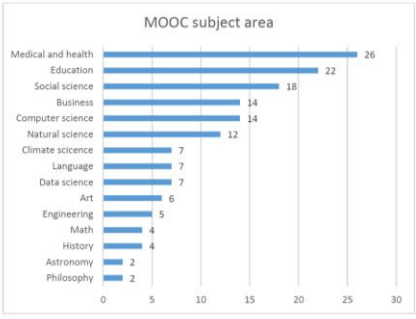

Figure 1. MOOC instructor departmental or primary discipline affiliations (n=150).

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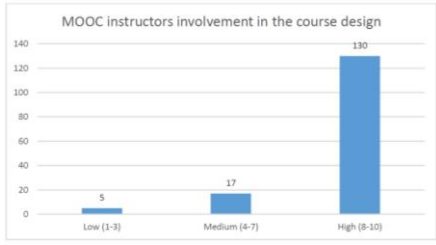

Figure 2. MOOC instructor involvement in designing course content for the MOOC. Note: on a scale of 1 (low) to 10 (high) (n=152).

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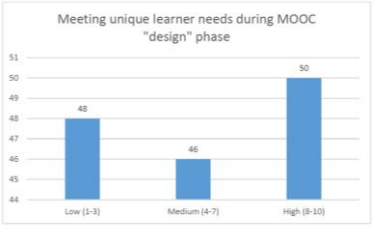

Figure 3. Effort placed on meeting unique learner needs when designing most recent MOOC. *Note:* on a scale of 1 (low) to 10 (high) (n=144).

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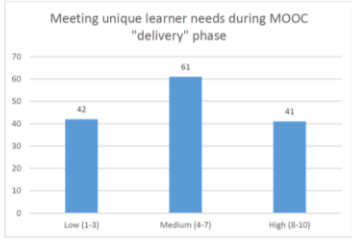

Figure 4. Effort placed on meeting unique learner needs when delivering most recent MOOC. *Note:* on a scale of 1 (low) to 10 (high) (n=144).

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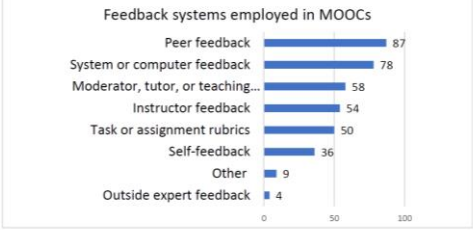

Figure 5. Number of MOOCs that offer different types of learner feedback (n=135).

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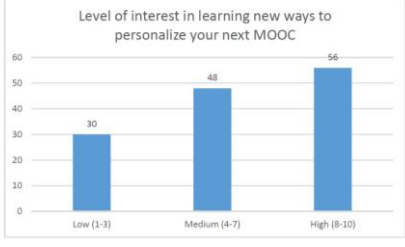

Figure 7. MOOC instructor interest in learning new ways to personalize their next MOOC offer on a scale of 1 (low) to 10 (high) (n=134).

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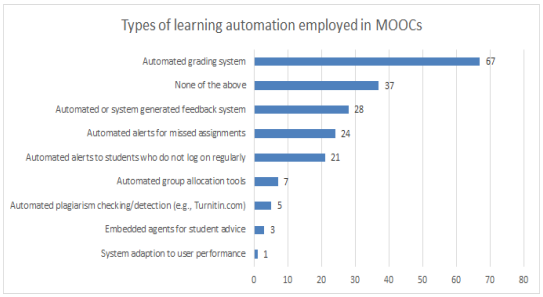

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MOOC Study #4

Zhu, M., Sabir, N., Bonk, C. J., Sari, A., Xu., S., & Kim, M. (2021, April). Addressing learner cultural diversity in MOOC design and delivery: Strategies and practices of instructors and experts. *Turkish Online Journal of Distance Education, 22*(2), 1-25. https://doi.org/10.17718/tojde.906468;

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Zhu, M., Sabir, N., Bonk, C. J., Sari, A., Xu., S., & Kim, M. (2021, April). Addressing learner cultural diversity in MOOC design and delivery: Strategies and practices of instructors and experts. *Turkish Online Journal of Distance Education, 22*(2), 1-25. https://doi.org/10.17718/tojde.906468;

Figure 1. Instructor Experience Teaching Online/Blended Courses prior to Teaching their Recent MOOC
Note: on a scale of 1 (low) to 10 (high)] (n= 148)

111

111

Zhu, M., Sabir, N., Bonk, C. J., Sari, A., Xu., S., & Kim, M. (2021, April). Addressing learner cultural diversity in MOOC design and delivery: Strategies and practices of instructors and experts. *Turkish Online Journal of Distance Education, 22*(2), 1-25. https://doi.org/10.17718/tojde.906468;

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

Items	Response percent	Response count
Establish learner-based discussion forums	81.0%	115
Embed supplementary course materials	78.2%	111
Post timely course announcements and emails	63.4%	90
Record video tutorials or walkthroughs	40.8%	58
Emphasize project-based learning over exams	34.5%	49
Using preexisting online videos (e.g., Lynda.com, TED talks, YouTube, etc.)	32.4%	46
Other	26.1%	37
Hold synchronous lectures, meetings, and events (e.g., Skype, Google Hangouts, Zoom, etc.)	23.9%	34
Establish study groups	19.0%	27
Establish learner reflection journals or blogs	16.2%	23
Schedule virtual office hours and meetings	14.1%	20
Offer face-to-face meet-up opportunities	7.0%	10

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112

Zhu, M., Sabir, N., Bonk, C. J., Sari, A., Xu., S., & Kim, M. (2021, April). Addressing learner cultural diversity in MOOC design and delivery: Strategies and practices of instructors and experts. *Turkish Online Journal of Distance Education, 22*(2), 1-25. https://doi.org/10.17718/tojde.906468;

Table 2. Items Instructors Provided in their Most Recent MOOC (n = 126)

Items the current MOOC covered	Percent	Count
Optional readings, videos, or other materials	74.6%	94
Learner selected incentives (e.g., certificates, badges, course credit, etc., options)	64.29%	81
Options with course tasks and assignments	38.10%	48
Learner discussion and negotiation of content	36.51%	46
Two or more media elements to learn the same content	31.75%	40
Learner determined or contributed content	30.16%	38
Learner selected learning pathways (i.e., different routes to learn the same content)	19.05%	24
Learner portfolios of course accomplishments	16.67%	21
Choice in team or collaborative partners (i.e., self-formed teams)	12.70%	16

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Zhu, M., Sabir, N., Bonk, C. J., Sari, A., Xu., S., & Kim, M. (2021, April). Addressing learner cultural diversity in MOOC design and delivery: Strategies and practices of instructors and experts. *Turkish Online Journal of Distance Education, 22*(2), 1-25. https://doi.org/10.17718/tojde.906468;

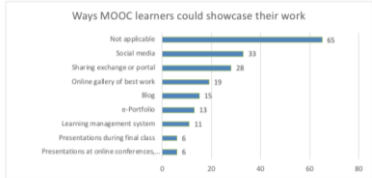

Figure 2. Methods by Which MOOC Learners Could Showcase their Work [Note: on a scale of 1 (low) to 10 (high)] (n= 130)

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Zhu, M., Sabir, N., Bonk, C. J., Sari, A., Xu., S., & Kim, M. (2021, April). Addressing learner cultural diversity in MOOC design and delivery: Strategies and practices of instructors and experts. *Turkish Online Journal of Distance Education*, *22*(2), 1-25. https://doi.org/10.17718/tojde.906468;

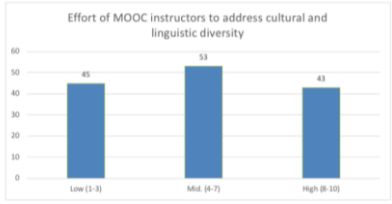

Figure 3. The Perceived Effort of MOOC Instructors in Addressing Cultural and Linguistic Diversity Note: on a scale of 1 (low) to 10 (high)] (n= 141)

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Zhu, M., Sabir, N., Bonk, C. J., Sari, A., Xu., S., & Kim, M. (2021, April). Addressing learner cultural diversity in MOOC design and delivery: Strategies and practices of instructors and experts. *Turkish Online Journal of Distance Education*, *22*(2), 1-25. https://doi.org/10.17718/tojde.906468;

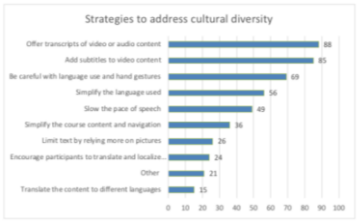

Figure 4. MOOC Instructors' Instructional Practices to Address Cultural Diversity (n=133)

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Table 3. Best Practice Recommendations by MOOC and Open Education Experts for Addressing Cultural Sensitivity (n=25)

MOOC Stage	Category	Approach
Design	Communication	Provide possible alternative back channels for traditional discussion boards (e.g., WhatsApp, WeChat, KakaoTalk, etc.).
		Consider the different ways learners read information – Some languages are not presented in a linear format.
	Course design	Leverage straightforward course designs as intricate or nested course designs can be difficult to convert across languages and platforms.
		Ensure visual examples (i.e., icons and caricatures) repeated throughout the course appeal to as many stakeholders as possible.
	Media use	Consider different audiences through perspective taking when incorporating multimedia.
		Overreliance on visual rhetoric (e.g., visual images) alone to communicate can be problematic.
		Use caution when including videos on an external website, such as YouTube, as content could be restricted for certain users.
		Remember that converting text into various languages is easier than videos, and it takes much longer to create a video.
		Slideshows should not overwhelm learners with text; try to use symbols, icons, and other visual elements.
	Reuse and remix	Ensure inclusivity by openly licensing all educational materials developed for MOOCs, to guarantee the permissions and freedoms required for translation, adaptation, re-use, redistribution, and repackaging.
		Understand the legal differences and barriers between copyright, copyleft, and public.
		Consider the technology used in development. Ask yourself, "Does it assist reuse and remixing?"
		Weigh the potential of other instructors' capabilities in remixing/reusing the content and provide support where appropriate.
	Technology accessibility	Appreciate the power of mobile learning! In many regions of the world, learning occurs through mobile devices. Courses should be pedagogically and technologically developed with this mindset.
		Identify the range of learner digital literacy skills.
		Encourage learners to create low bandwidth versions of multimedia for those in low bandwidth areas.
		Foster a learner community where learners help learners in downloading, translating, and hosting multimedia.
	Working with a design team	Encourage courses/content to be developed by teams consisting of members for various institutions, countries, and/or cultures.
		Actively prepare MOOC instructors and online course designers for cultural sensitivity.

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Delivery	Attire and mannerisms	Remain presentable and well-dressed when appearing in multimedia.
		Be thoughtful about body movement and overall gestures, as well as images of hand gestures, as different cultures decipher meaning in diverse ways.
	Culture specific	Asian audiences may not be the quickest to voice their opinions and prefer to be spoken to with deference, politely, and softly.
		Not all learners read left to right. For example, some Middle Eastern learners read content right to left, and some Asian learners read content top to bottom.
		Content including case situations or scenarios involving alcohol, the incorporation of pictures of dogs (from some nations), political humor/satire, and the use of quotes from religious figures can prove to be controversial and potentially offensive.
	Developing a sense of community	Avoid references to current events that may only be shared by a small subgroup.
		Urge learners to meet locally or amongst themselves to share materials and address any sensitive concerns.
		Avoid issues related to religion and politics.
		Minimize distractions and possible negative responses by staying away from controversial topics.
	Emphasis on expertise	Respect the deep-seated cultural differences related to the following: the value of expert vs. learner-originated knowledge; deference to experts; and willingness to engage in discussion and critique - with the most noticeable contrasts between those educated in Anglo-Saxon education systems and in Confucianist ones.
		Have instructions/directions at the ready, just as a backup, for those who tend to respect authority and prefer following directions.
	Language and translations	Make subtitles and transcriptions, when possible, available in multiple languages based on intended audiences. This also empowers hard of hearing learners.
		Even when English is the primary or secondary language of the target audience, consider making MOOC content available in the major dialect(s) of the country.
		Identify any cultural aspects of resources disseminated as understandings and meanings may not be exact when translated; each linguistic group has its own scientific history and culture.
		Jokes and humor, in general, can be easily misinterpreted.

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Table 4. Approaches Employed by MOOC Instructors to Enhance Access for Learners with Different Backgrounds and Technology (n=35)

Category	Approach
Collaboration	Work alongside various university divisions (e.g., international office, student support, university expert, and language department).
	Pilot the course with international learners.
Communication, feedback, and language	Offer multiple communication channels.
	Use simple, slow, and clear language.
	Do not focus on language or grammar when commenting on forum posts.
Content	Create material that is acceptable for various cultures.
	Keep cultural differences in mind when designing and producing the material.
	Emphasize materials which accommodate for various learning preferences.
	Share personal stories, to some degree, by recording lessons in and around personal spaces.
	Follow target country's compliance rules and regulations.
Course instruction	Ensure material is kept at a non-expert level.
	Provide detailed outlines of the lesson.
	Arrange open course work where everyone can choose to work individually.
	Provide background information and course expectations.
Multimedia use	Strive to include captioned or transcribed videos and screencasts.
	Ensure videos are kept simple and short and include animations in presentations.
	Leverage free textbooks and open resources.
	Attempt to provide PDF documents and Word version of materials.
	Provide text reader or read aloud options, when possible.
Optional resources	Offer supplemental or optional materials.
Technology accessibility	Course materials should be device agnostic, easy to use, and easy to access. Materials can be used on a computer, tablet, smartphone application, or mobile phone.
	Provide materials that use low bandwidth and make class activities browser based.
	Make multimedia interactive apps more user-friendly by not engaging Flash-based platforms.
	Encourage simple navigation.
	Create user-directed FAQs.
	Videos and transcripts should be available for download later.

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MOOC Study #5

MOOC Learners and SDL

Zhu, M., Bonk, C. J., & Berri, S. (in press). Fostering self-directed learning in MOOCs: Motivation, learning strategies, and instruction. *Online Learning*

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Research Questions

1. What motivated individuals to enroll in MOOCs?
2. What were the learning strategies that helped learners' SDL in MOOCs?
3. What were the design and instructional elements of MOOCs that facilitated learners' SDL?

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MOOC Study #5

MOOC Learners and SDL

Zhu, M., Bonk, C. J., & Berri, S. (in press). Fostering self-directed learning in MOOCs: Motivation, learning strategies, and instruction. *Online Learning*

Table 1
Fifteen Interviewees' Demographic Information

Pseudonyms	Gender	Countries	Occupations
Abdulrahman	M	Turkey	Teacher
Ali	M	Yemen	Student
Alina	F	The UK	Student
Betty	F	Albania	Engineer
Chang	M	Canada	Athlete
Dan	M	Mexico	Professor
Helen	F	Indonesia	Administrative assistant
Jacob	M	The US	Retired management consultant
Jane	F	The US	Educator
Joe	M	The UK	Retired engineer
Melena	F	Germany	Student
Mostapha	F	Egypt	Student
Sandy	F	The US	Student
Sarah	F	The US	Between jobs
Sophia	F	The Netherlands	Retired office manager

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MOOC Study #5

MOOC Learners and SDL

Zhu, M., Bonk, C. J., & Berri, S. (in press). Fostering self-directed learning in MOOCs: Motivation, learning strategies, and instruction. *Online Learning*

Table 2
Coding Themes

Themes	Sub-themes
1. Motivation	Intrinsic motivation
	Extrinsic motivation
2. Learning strategies	Task strategies
	Self-monitoring
	Self-management
3. Instructional elements that support SDL	Self-assessment
	The discussion boards and instructors' involvement
	The flexibility of the courses
	Clear learning goals
	The authenticity of the content
	Small learning units

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RQ1. Intrinsic Motivation

Jacob, a retired management consultant from the US, expressed his motive behind enrolling in MOOCs as strictly intrinsic, "there's no reward. **I'm retired**. It's really just [that] **I get very interested in topics. I realize holes in my knowledge and try to fill the holes.**"

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RQ1. Extrinsic Motivation

Besides educational purposes, **some participants enrolled in MOOCs to help with their career development**. For example, Sarah, who received her Ph.D. degree and was in between jobs at the time, selected topics such as anatomy, MatLab software, oncology, biology, and neuroscience. Sarah explained the purpose for taking these types of MOOCs was:
To acquire and improve my knowledge as a medical physicist…I consider my resume when selecting MOOC. I choose courses related to my professional field to add them to my curriculum; otherwise, there would be a period without being in contact with my profession.

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RQ2. Learning Strategies

RQ2: What were the Learning Strategies that Helped Learners' SDL in MOOCs?

Dan considered the progress bar to be a good indication of his progress, and it also created a healthy competition among the learners. Seeing where he was at in the course compared to the other learners gave him a push. He stated,

"**All the progress bar with milestones, with a small quiz that doesn't count for the evaluation, but they're good for you to check if I'm really learning.** And, for example, I like when you have these kinds of nice competition[s], right. Everyone starts a MOOC at the same time, but you see that these weeks you progress faster than other members in the MOOC."

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RQ2. Learning Strategies

RQ2: What were the Learning Strategies that Helped Learners' SDL in MOOCs?

Note taking: Dan stated that his main learning strategy was notetaking: "I always have my little notebook for the MOOC that I'm working on or I'm studying. And whatever videos or whatever exercise that I was doing, I was always taking notes…"

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RQ2. Self-monitoring

To help her self-monitoring, Melena noted how enriching her knowledge and knowing new things that she did not know before, along with doing well on the quizzes and tests, were vital indications of her progress. She explained, "Usually, there is a test after each week. Performing it, I can see in which topic I have the biggest gaps, or I got it well. Moreover, if I apply it in other areas of my life and it can also be seen then."

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RQ2. Self-management

Dan, the participant that enrolled in MOOCs as a learner and also taught MOOCs, described how he dedicated a certain time to work on MOOCs. For the most part, he allocated the mornings for reading and the afternoons for writing:
For me, I'm a researcher. I'm better at writing papers in that afternoon and reading in the morning… Also, I try to schedule my time for the MOOC as everyone scheduled. This is time to go to the gym or whatever.

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RQ3. Design Elements

RQ3: What Design and Instructional Elements of MOOCs Facilitate Learners' SDL from the Student's Perspective?

Alina believed that having worksheets or a set of questions after each module was the most helpful strategy to evaluate her learning step by step. Being able to answer the questions after each module gave her a sense of how much knowledge she retained before starting the next module. Similarly, Sandy elaborated upon how quizzes and tests were helpful, but she wished they were more advanced and included questions and answers rather than only multiple-choice questions.

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RQ3. Design Elements

Design Element: Clear Goals
As Dan explained: "Some tips at the opening of your MOOC saying: 'hey guys, this is a MOOC that requires you a certain amount of hours per week. And there is a strong deadline for delivering homework and during your quizzes.'"

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RQ3. Design Elements

Design Element: Authentic Examples
One participant, Helen, believed that authentic examples, resources, and visuals that some instructors demonstrated in their courses helped maintain her curiosity. In our interview, she explained:
When I studied the brain, the professor showed the real brain. Like, she took us to the laboratory and showed us how the brains, how they did it, they did things in the laboratory. So, I find it fascinating. I find it very interesting. Even though for the test I try to read, but for understanding and looking at the real thing, the visualization is very good.

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RQ3. Design Elements

Design Element: Flexibility

Sandy, a former perfectionist, **described her MOOC experience as life-changing.** In this situation, the learner felt more comfortable directing her own learning rather than being pressured to follow a stricter schedule. When asked to describe her MOOCs experience, she explained,

"**It helped me realize that I enjoy learning a lot more when I can just be a little more casual about it. I just find it a lot more enjoyable to learn.** I think when I'm enjoying it more, I probably actually learn a lot more."

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RQ3. Design Elements

Design element- small learning units

As Joe explained:
I think what's really good is keeping it into small chunks. I'm going to say, roughly speaking, 3 to 7 minutes long because that makes it easy for you to put it down and pick it up again in small bits.

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RQ3. Responsive Feedback

Design Element: Discussion board and feedback.

Jacob sadly acknowledged that: "I'll ask [the professor] a question today. **I'll type in a question on my computer in the forum. It may be 2 to 3 weeks before I get a reply.**" Ali expressed that "it would be great to communicate with professors." Similarly, Sarah explained that what affected her experience the most was the "**lack of real-time interaction with the teacher.**"

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Study #6: Self-Directed learning in MOOCs:

Exploring the Relationships among motivation, self-monitoring, and self-management, Zhu, Bonk, & Doo, 2020, ETR&D
(SEM: Survey of 322 MOOC Learners)

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Research Questions

H1: Motivation positively affects self-monitoring of MOOC students.
H2: Motivation positively affects self-management of MOOC students.
H3: Self-monitoring positively affects self-management of MOOC students.
H4: Self-monitoring mediates the relationship between learning motivation and self- management of MOOC instructors.

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Study #6: Self-Directed learning in MOOCs:

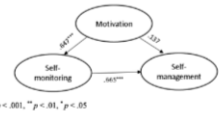
Exploring the Relationships among motivation, self-monitoring, and self-management, Zhu, Bonk, & Doo, 2020, ETR&D
(SEM: Survey of 322 MOOC Learners)

Table 7 Direct and indirect effects of each variable in the research model

Paths	Total effect	Direct effect	Indirect effect
H1: Motivation → Self-monitoring	.647	.647***	
H2: Motivation → Self-management	.561	.137	.424*
H3: Self-monitoring → Self-management	.655	.655***	

***p < .001, **p < .01, *p < .05

Fig. 5 The results of hypothesis testing



Note. 4. ***p < .001, **p < .01, *p < .05

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Study #7: Self-directed language learning in Duolingo

Zixi Li lizixi@iu.edu
Curt Bonk: Cjbonk@Indiana.edu
Indiana University

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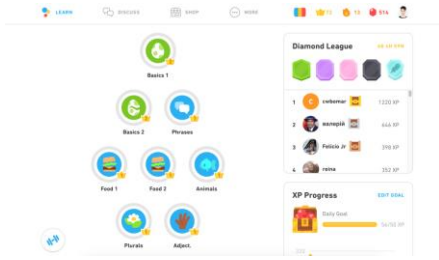
Duolingo Features



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Duolingo, CAPTCHA co-founder Luis von Ahn wins prestigious Lemelson-MIT prize; Video

https://www.nbcnews.com/news/latino/duolingo-captcha-co-founder-luis-von-ahn-wins-prestigious-lemelson-n908586

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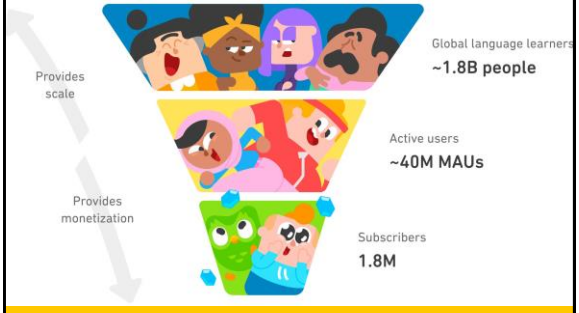

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Study #7: Overview

- **This study investigated how the design and delivery of Duolingo support and facilitate student self-directed learning (SDL).**
- **This study used a mixed-method.**
- **84 survey respondents, and 10 semi-structured interviews.**

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Study #7: Scholarly Significance

- The trend under **globalization**
  - Learning foreign languages has become a trend under globalization.
    Whether you are taking a foreign language class in school or self-study, using language learning software is very common in the
    learning process.
- Impact of **Covid-19**
  - Since the March 2020, with the impact of Covid-19, people stay home and quarantine, there is a rapid growth of Duolingo

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Description of the Product

Duolingo is a free language-learning platform that has been one of the most popular tools for language learning. It includes a language-learning website and a mobile application, offering free lessons among 30 languages for more than 300 million learners.

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Research Questions

- **How do Duolingo learners self-manage their learning goals, time, resources, and support?**
- **What strategies are employed by Duolingo learners to overcome challenges and frustrations related to learning foreign languages with Duolingo?**
- **What motivating factors underpin the decisions of learners to learn a foreign language with Duolingo?**
- **How does the design and delivery of Duolingo foster learners to be self-directed learners?**

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Survey Participants

With the acknowledgment that Duolingo users have diverse backgrounds, participants should represent a wide range of age and ethnic groups. Participants include randomly selected Duolingo users who:

- **Are willing to participate in the evaluation**
- **Have experience using Duolingo to learn a foreign language**

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Interview Participants

Participants are recruited based on their responses to the survey, which also should reflect the diverse backgrounds of Duolingo users. Participants have to be at least 18 years old.

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Interview Participants

Interviewee	Country	Gender	Native Language	# of years that the participant have used Duolingo	# of languages that the participant is learning with Duolingo
P1	Mexico	M	Spanish	More than 5 years	3
P2	The U.S.	M	English	1-3 years	1
P3	China	F	Chinese		1
P4	Costa Rica	F	Spanish	6 months - 1 year	1
P5	China	F	Chinese	1-3 years	1
P6	Indonesia	F	Indonesian	6 months - 1 year	3
P7	Germany	M	German	6 months - 1 year	1
P8	The U.S.	F	English, French, Spanish	6 months - 1 year	1
P9	U.K./ Singapore	M	English	6 months - 1 year	3
P10	Singapore	F	English, Malay	Less than 6 months	1

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Preliminary Findings

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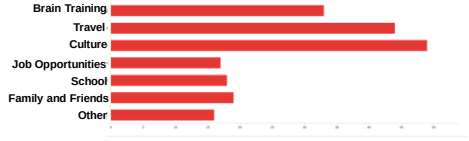
Finding 1: Motivation

Language learners are mostly driven by intrinsic motivators that relates to culture, travel, and brain training.

Q3. What motivated you to learn a foreign language?



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Finding 1: Motivation

- **The idea is that I would really like to go to Europe someday. (P5)**
- **So in the last month, the idea came up of going from Hamburg with the train to Moscow and then transit to the trains. And then make some stops in Siberia and then end at Beijing and enjoy the visit in China. (P7)**
- **But for people, who are more like my mother, when she talks about it, she is just like, "oh, well, I'm learning it. I don't expect to be conversational and I'm just learning it to keep my mind sharp". (P8)**

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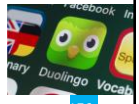
Finding 1: Motivation

3. Language learners are particularly motivated for their personal relevant needs, such as practical communications.

- **I just want to learn to speak and just be confident in this language**, and be fluent in the language at some point, and just be able to converse with people who maybe don't speak English or something. (P7)
- **My goal is to learn Arabic relatively well because of my fiance**. That's one of his native languages. And we would love to raise our kids bilingual. (P8)
- I'm not an academic. I just enjoy communicating. (P9)
- **Basically I have a Japanese neighbor** who I was trying to communicate with. (P10)
- I think ultimately languages are about communication. (P10)



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Finding 1: Motivation

4. Peer groups and social events are positive motivators.

- **I used to post my achievements with my friends on Facebook**. And I have motivated people to keep the streaks. We congratulate each other. (P1)
- I do interact a lot on the Duolingo Japanese forum. **I like to help, help out other Learners**. (P2)
- I'm looking for Duolingo events as well because **we can be more active, like talking with other people, learning with other people as well**. (P6)
- I think Duolingo, it's kind of good at capitalizing on personal and social motivation, and everybody's mentioned that. (P7)

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Finding 2: Self-management

Purely relying on Duolingo to study a foreign language is not effective, a variety of electronic and non-electronic resources are needed to supplement Duolingo learning.

- One of the reasons that I do recommend that people have a bunch and you use a bunch of stuff. (P2)
- I think my biggest suggestion, as I mentioned a little earlier, **is just don't use Duolingo as your only resources**. (P3)
- Possibly not to just use Duolingo alone, **use it as a starter base to just get sufficient vocabularies** to take you to the next level of crafting sentences. (P10)

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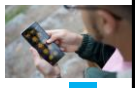
Finding 3: Self-monitoring

Most of the learners highly relies on the technology to support monitoring, such as reinforcing micro learning habits without extra effort and maintaining learning process by receiving frequent practice reminders and notifications.

- And after you have chosen the wrong one and at the end of this lesson, **the system will provide you with a repeated choice to make you make a choice again**. (P3)
- And I don't actually see much about self-monitoring in the process. **Because they have a clear structure, clear modules**. Basically, you just tap in and go with it. (P5)
- **I think when they come to self-monitoring, it is really lacking**, because there's no little test that I can take, and "okay, I have progressed to this level." (P10)



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Hey Duolingo...!!!

duolingo

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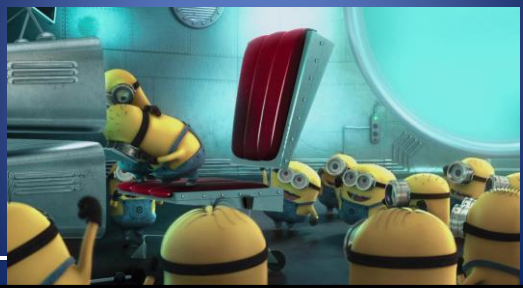
Do we have time for another study?



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Study #8. Present Study…Nepali Youth Learn from MOOCs With:

Dilnoza Kadirova: dilnozakadirova@gmail.com
Zixi Li lizixi@iu.edu
Curt Bonk: Cjbonk@Indiana.edu
Indiana University

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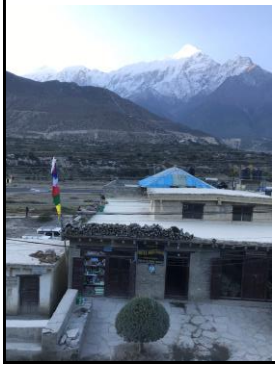

The name of the Himalayan peak is Mt. Nilgiri with 7061 Meters height.

Bishwa Raj Gautam, Program Specialist, Regional English Language Office (RELO), U.S. Embassy, Nepal.

With Baman Kumar Ghimire, Motherland Secondary School, Pokhara, Nepal

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November 9, 2019

Greetings from Nepal,
Baman Kumar Ghimire, Teacher
Motherland Secondary School, Pokhara

From: Baman Kumar Ghimire <baman.ghimire@gmail.com>
Sent: Saturday, November 9, 2019 1:49 PM
To: Thomas C Reeves <treeves@uga.edu>; Ke Zhang <prof.zhang@gmail.com>; Bonk, Curtis Jay <cjbonk@indiana.edu>; Tom Reynolds <tmoffwrs@hotmail.com>
Subject: Nepal_Update

Hello MOOC Mentors,
Greetings from Nepal

A piece of exciting outcome from Nepal. In February 2019, I held a workshop in a school about 70 students of age 13-15. I was excited to learn that in less than 8 months 78 students of age 10-15 from that school completed at least a MOOC. They have started mentoring MOOC to the neighboring schools, too. They are guided by no any incentives nor the craze for the popularity but they enjoy learning Online and taming fellows be digitally smart. Thus, through my request, last month, Regional English Language Officer(RELO) from US Embassy Nepal visited the school to honor their MOOC-Craze handing them the certificate they got.

Likewise, lately reported that, a school whose head teacher and a few students I mentored in 2017 has about 350 students completing at least a MOOC. Acknowledging the benefits of MOOCing and the growing interest of the students and guardians, the school administration has made at least a MOOC compulsory for the students age 11-14 in its school.

I am working on a next research on if MOOCs can benefit the students in Nepal. I have surveyed almost 800 high school students from Semi-urban regions of Nepal for the cause. Let's see what the finding will be !

Thanks for activating my MOOC spirit !

Good times,
Baman Kumar Ghimire
Teacher, Motherland Secondary School, Pokhara
Alumnus, International Exchange Programs(USA)
Alumnus, Australian Awards

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November 9, 2019

Greetings from Nepal,
Baman Kumar Ghimire
Teacher, Motherland Secondary School, Pokhara

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Participant #1 (boy, grade 10)

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Participant #1
(boy, grade 10)

52. Patrick Henry: Forgotten Founder
53. Positive Psychiatry and Mental Health
54. Introduction to Neuroeconomics: How the Brain Makes Decisions
55. Introduction to Algae
56. Teach English Now! Second Language Reading, Writing, and Grammar
57. Teach English Now! Second Language Listening, Speaking, and Pronunciation
58. Teach English Now! Technology Enriched Teaching
59. Positive Psychology: Martin E. P. Seligman's Visionary Science

Specialization Courses

1. Learn English: Advanced Grammar and Punctuation
2. TESOL Certificate, Part 1: Teach English Now! Specialization
3. Fundamentals of Immunology Specialization
4. Entrepreneurship Specialization
5. Key Technologies for Business Specialization
6. Applied Data Science Specialization

Professional Course

1. IBM Data Science Professional Certificate

Other Criteria Courses from Various Providers

1. Future Learn # COVID-19:TACKLING THE NOVEL CORONAVIRUS
2. Cyrus # Self-Defense by Arab Maryaa
3. BitDegree # Introduction to Python: Master Python Basics in Only 2 Hours
4. W3cadi # SHORT WEB DEVELOPMENT COURSE
5. World Health Organization # COVID-19: Operation Planning Guidelines and COVID-19 Partners Platform to support country preparedness and response
6. MBRU # Let's Break the chain of COVID-19 Infection

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Participant #2
(girl, first MOOC age 10)

(Started MOOCing at the age of 10. The list includes only those courses she completed during the pandemic. She has been taking 4 hours classes from school every day for the last 5 months)

1. Ideas for better world: leading change through policy making
2. Introduction to psychology: Biological
3. Introduction to psychology : Learning
4. What is leadership?
5. Bacterial Genomes
6. Basic English 1: Elementary
7. Social Change:How can marketing help?
8. Plagues,pestilence and pandemics:Are you ready?
9. Digital Skills:Social Media
10. Introduction to Conversational interfaces
11. Introduction to Creative AI
12. COVID-19: Effective Teaching in times of crisis
13. Thrive in Business:teach out
14. Managing mental health and stress
15. Future-proofing the Health workforce
16. COVID-19:Helping young people
17. Presenting your work with impact
18. Collaborative Working in Remote Team
19. Essential skills for career development
20. Creating a Social Media Marketing Campaign
21. How to create great online content?
22. Learn to Code for Web
23. Get creative with people
24. Computer programming with everyone
25. COVID-19: Tackling the novel corona virus
26. Inclusive education: essential knowledge for success

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Participant #3
(teenage girl)

(This is the girl who is seen in your promo page. She comes from the area that experiences very low internet connectivity.)

1.Plagues, witches, and war: The worlds of historical fiction.
2.English for stem
3.Wonders of ancient Egypt.
4.Introduction to programming and animation with Alice
5.Tricky English Grammar
6.Creative writing: The craft of plot
7.Greek and Roman mythology
8.English for career development
9.The science of well being

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Participant #4
(13 year old girl; first MOOC at age 9)

(53 courses from Coursera and about 20 from other platforms. She started MOOCing when she was 9 years old.)

1. Social Psychology
2. A Life of Happiness and Fulfillment
3. Astronomy: Exploring Time and Space
4. De-Mystifying Mindfulness
5. Healing with the Arts
6. Dog Emotion and Cognition
7. Introduction to Law
8. The Science of Success: What Researchers Know that You Should Know
9. Fashion as Design
10. New Models of Business in Society
11. Developing AI Applications on Azure
12. Introduction to Philosophy
13. Introduction to Marketing
14. Global Marketing Strategy: Perspective Globally Prioritizes Locales
15. The Strategy of Content Marketing
16. Dino 101: Dinosaur Paleobiology
17. Emprender le emprendedurla
18. Cloud Computing Basics (Cloud 101)
19. Ecology: Ecosystem Dynamics and Conservation
20. IA para todos
21. Psychology During Global Emergencies
22. Introduction to Personal Branding
23. How Things Work: An Introduction to Physics
24. New Models of Business in Society
25. Mindshift: Break Through Obstacles to Learning and Discover Your Hidden Potential
26. Psychological First Aid
27. Communication Strategies for a Virtual Age
28. Epidemics, Pandemics and Outbreaks
29. Mountains 101

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Participant #5
(teenage girl)

12 courses during the lockdown plus some others before this too. Has been taking 5 hours classes from school every day for Sunday-Friday and manages time for the MOOCs

1. Paleontology: Early Vertebrate Evolution
2. Dino 101: Dinosaur Paleobiology
3. Think Again I: How to Understand Arguments
4. Stanford Introduction to Food and Health
5. Mountains 101
6. English for Science, Technology, Engineering and Mathematics
7. Verb Tenses and Passives
8. Tricky English Grammar
9. Getting Started with Essay Writing
10. Epidemics, Pandemics and outbreaks
11.COVID-19: What You Need to know (CME Eligible)
12. English for Career Development

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November 9, 2019

Chapter 9. Nepali High School Students in Massive Open Online Courses (MOOCs): Impressive Results and a Promising Future

Baman Kumar Ghimire and Bishwa Raj Gautam

Greetings from Nepal

Baman Kumar Ghimire
Teacher, Motherland Secondary School, Pokhara

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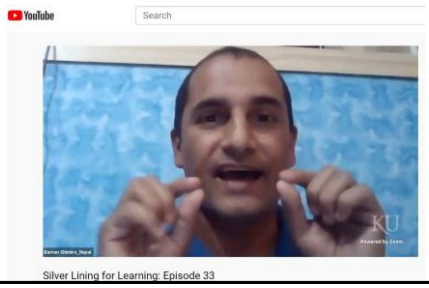
October 31, 2020
Silver Lining for Learning
Episode #33: Nepal
https://silverliningforlearning.org/nepali-high-school-students-in-moocs-scalable-results-lending-to-an-optimistic-future/
Video (59:05): https://youtu.be/4k6pMe4XnP8



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October 31, 2020
Silver Lining for Learning
Episode #33: Nepal
Video (59:05): https://youtu.be/4k6pMe4XnP8

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October 31, 2020
Silver Lining for Learning
Episode #33: Nepal
Video (59:05): https://youtu.be/4k6pMe4XnP8

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October 31, 2020
Silver Lining for Learning
Episode #33: Nepal

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Episode #33: Nepal

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Episode #33: Nepal

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October 31, 2020
Silver Lining for Learning
Episode #33: Nepal

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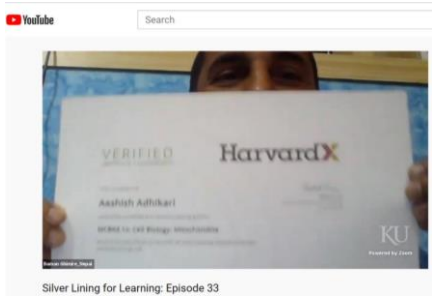
October 31, 2020
Silver Lining for Learning
Episode #33: Nepal



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October 31, 2020
Silver Lining for Learning
Episode #33: Nepal

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What's Next?

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What's the Future?

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Any Questions?

Curtis Bonk: cjbonk@Indiana.edu

Meina Zhu: meinazhu@wayne.edu

Slides and Proceedings Paper at TrainingShare.com:
http://www.trainingshare.com (go to "Archived Talks")

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