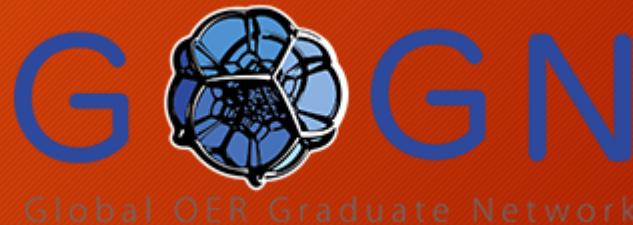# A Comparative Study Of Indian Learners In Massive Open Online Courses(MOOCS)

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Supervisors: Prof. Martin Weller, Dr. Leigh-Anne Perryman, Dr. Robert Farrow

Presentation Outline

- The Indian Context
- The Need for Research
- Research Questions
- Demographic Findings
- Motivation and Challenges
- Emerging Themes from Interviews

The Indian Context

- By 2020, India will have the largest university-age population in the world (18-23)

- Currently the third largest higher education system – over 750 universities and 35,000 colleges

- Gross Enrollment Ratio (GER) in higher education 23.6% in 2015

- Government target is 30% by 2020
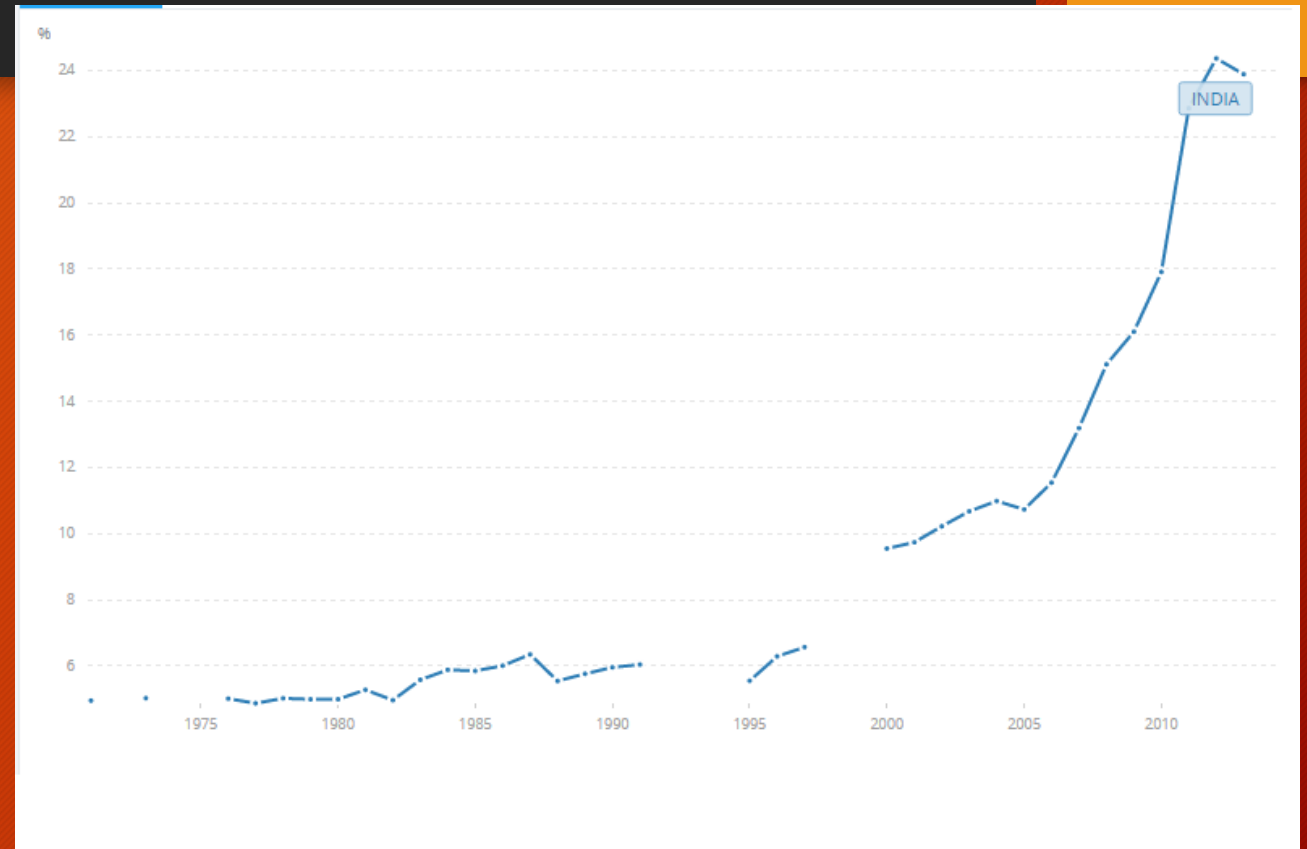
UNESCO Institute of Statistics
<http://data.worldbank.org/indicator/SE.TER.ENRR?end=2013&locations=IN&start=1971&view=chart>

The need for research

- Research into non-Western MOOC users currently lacking

- According to Veletsianos and Sheperdson (2016), only 8% of empirical MOOC research came out of Asia – 5.4% from China, **and less than 1% from India.**

- There is an increasing use of learning analytics and log-data to try and make sense of learning in MOOCs

- There is a need for more studies into the learner experience, and the learner voice, to try and make sense of some of the findings from quantitative studies.

- Most importantly, there is a need to explore the ways in which MOOCs are currently being used by learners in the developing world.

Research Questions

- What are the demographics, motivations and experiences of Indian learners in MOOCs?

- What are the differences in demographics, motivations and experiences of Indian learners in Western and Indian MOOC platforms?

- What role are MOOCs currently playing, and what role can they potentially play, in the Indian context?

NPTEL

- National Programme on Technology Enhanced Learning – Started as an OER repository along the lines of MIT-OCW

- 922 Courses, mostly in Engineering and Technology – All under Open License

- NPTEL MOOCs - 225 Courses

- 20% of degree credits can be taken through MOOCs

Research Design

- THREE STAGE MIXED-METHODS STUDY
- Stage 1: Pilot interviews with eight participants
- Stage 2: Survey on learner demographics, motivations, and experiences (n=2375)
- Stage 3: Semi-structured interviews with Indian learners on global MOOC platform (FutureLearn) and Indian MOOC platform (NPTEL) (n=30)
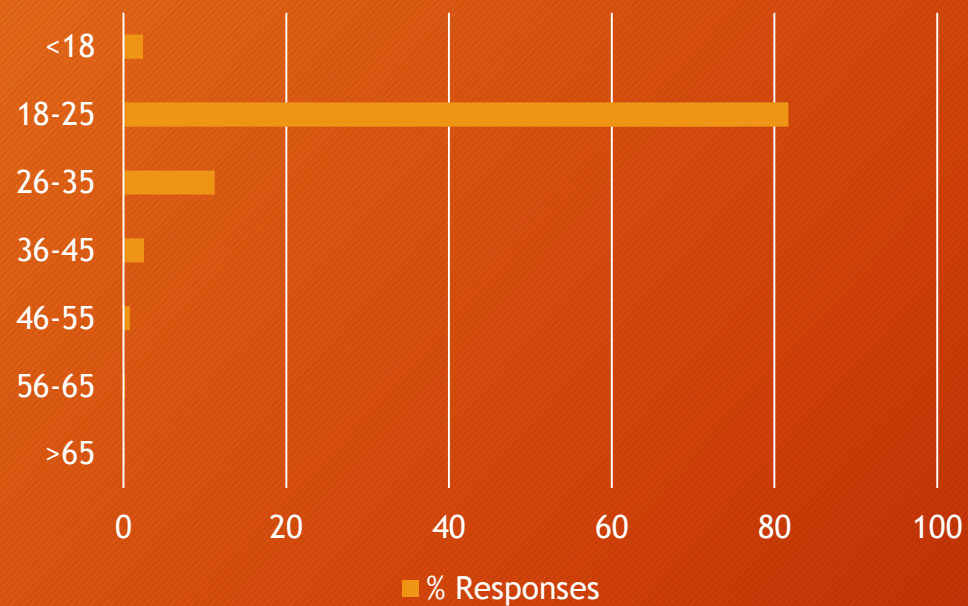
SURVEY FINDINGS - RESPONSES

Site	Number of Responses
NPTEL	2009
FutureLearn	364
Total	2375

DEMOGRAPHICS - GENDER

DEMOGRAPHICS - AGE
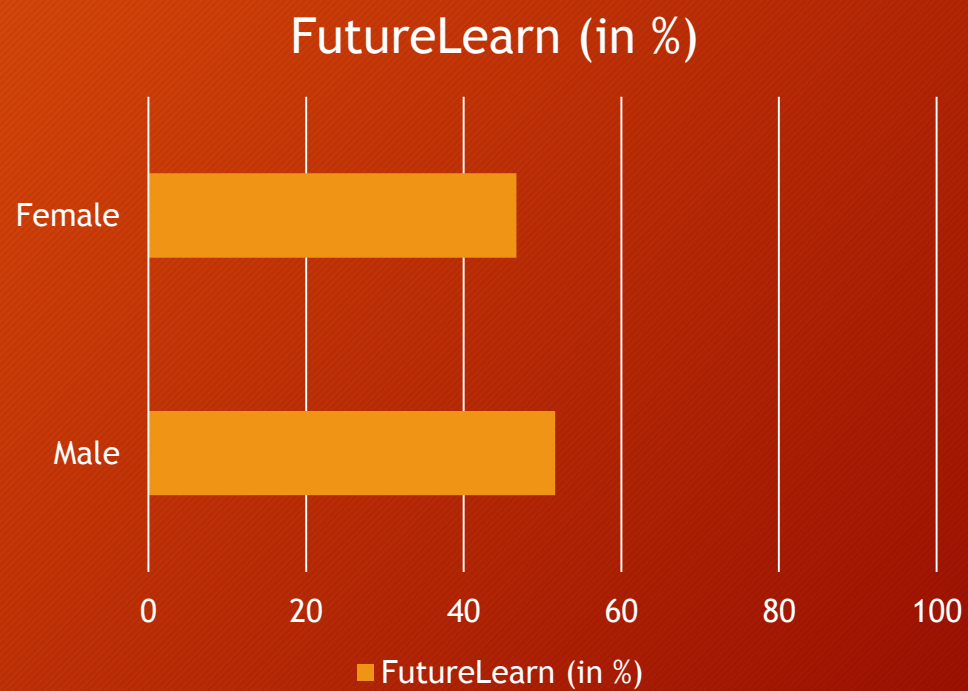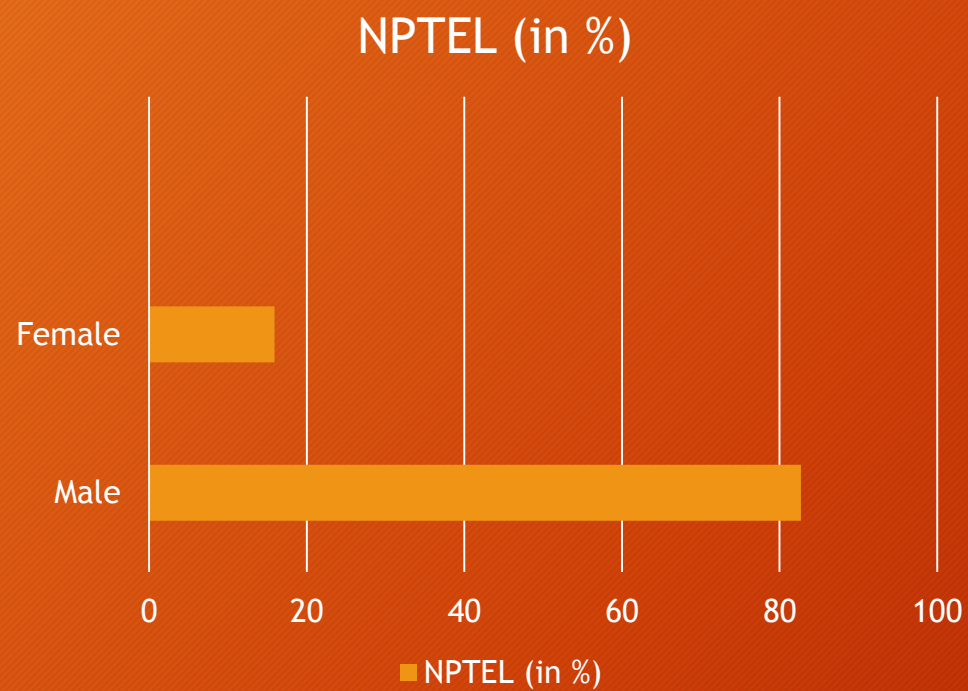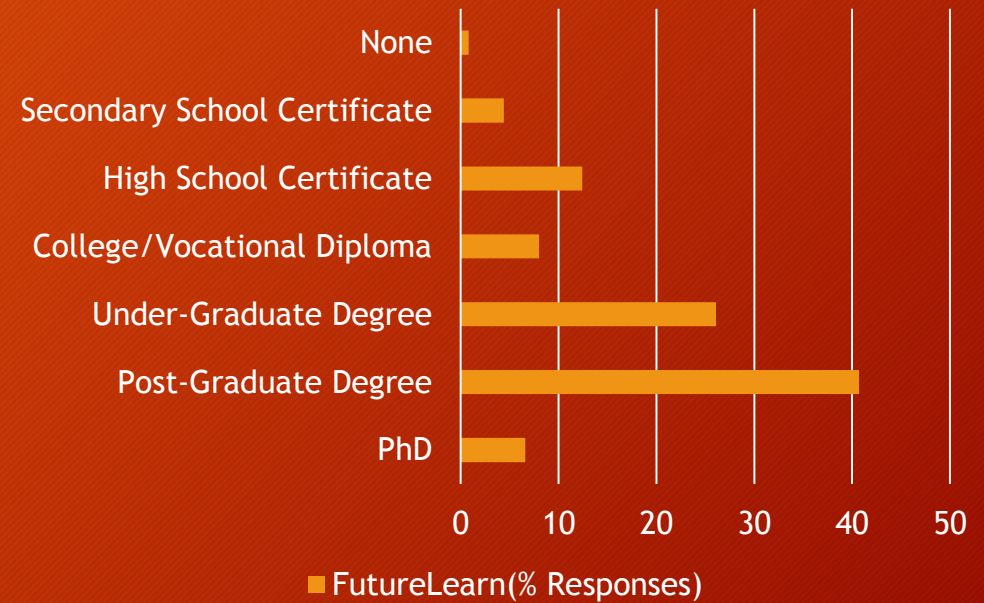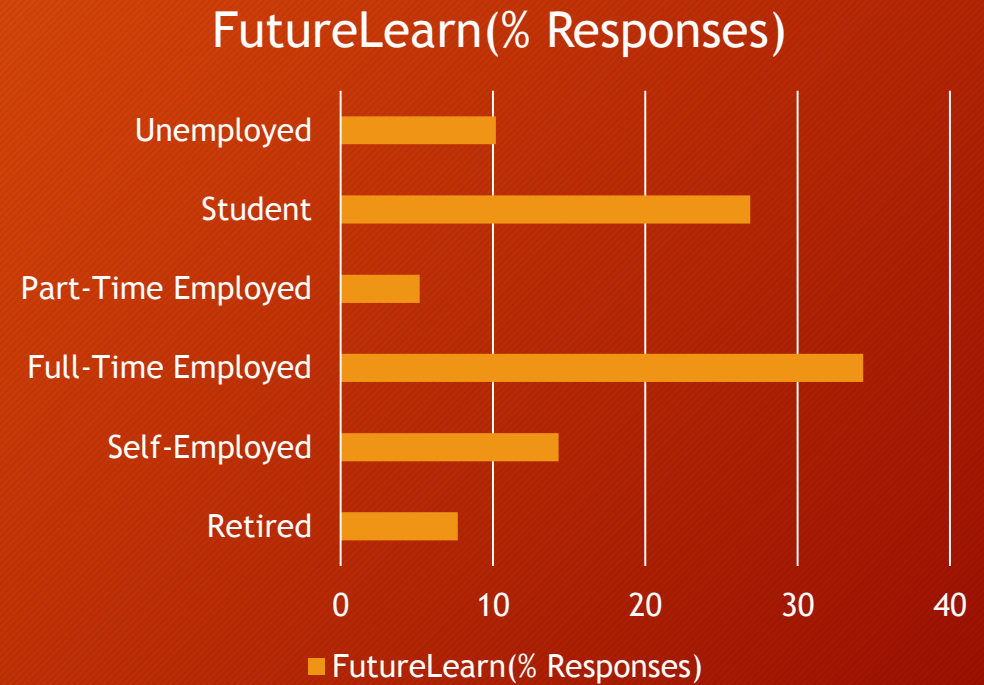
DEMOGRAPHICS – EDUCATION LEVEL

NPTEL(% Responses)
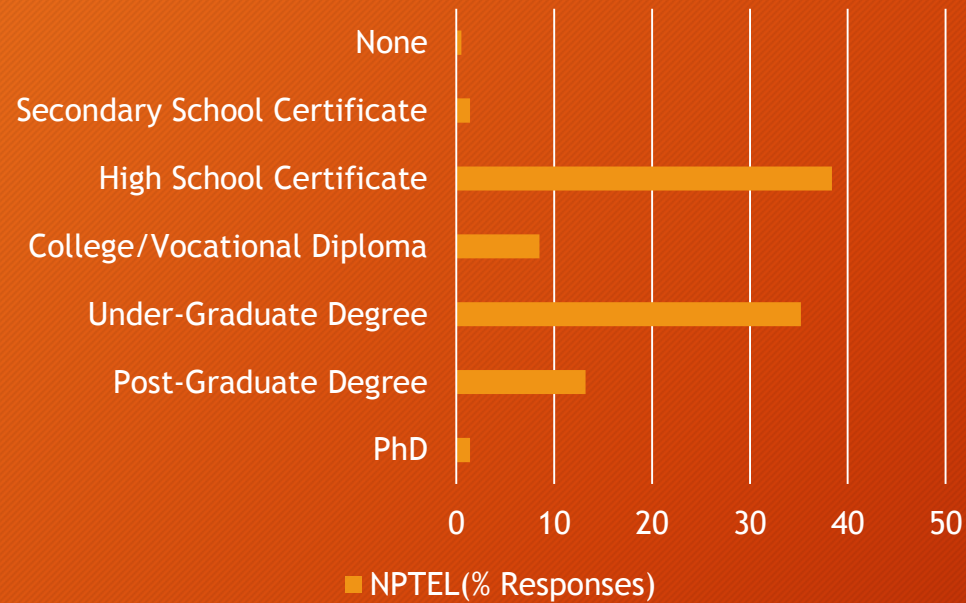
FutureLearn(% Responses)

DEMOGRAPHICS – EMPLOYMENT LEVELs
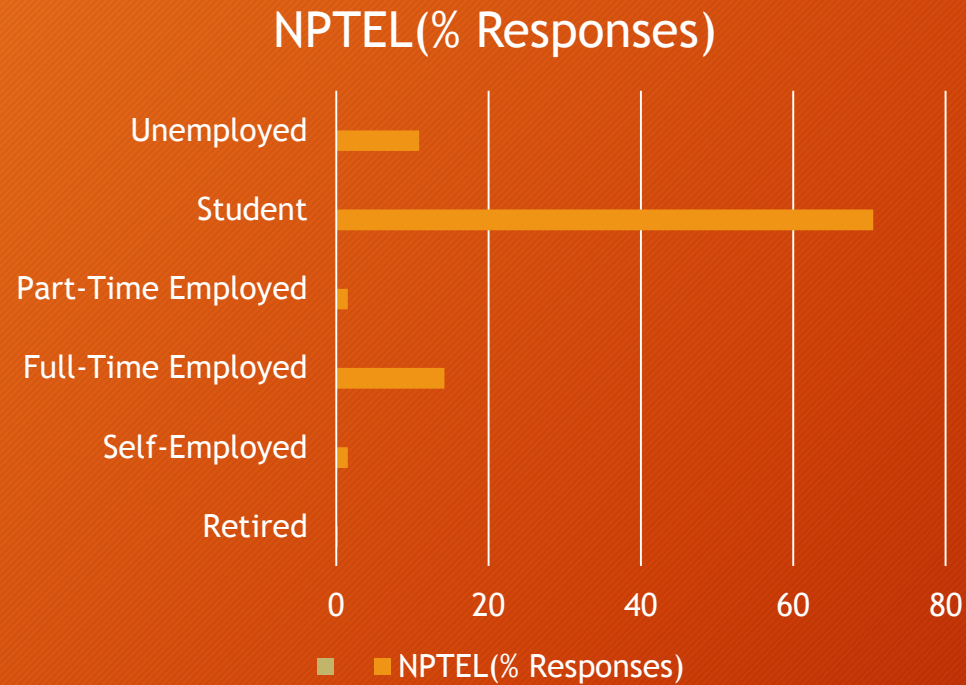
MOTIVATION

- Two Scales of **Extrinsic Motivation** and **Leisure Learning**

- The Mann-Whitney U-Test was used to compare the means of the two scales.

- **NPTEL users statistically significantly more likely to take MOOCs for Extrinsic Motivators (Professional Development, Improving Job/Education Prospects etc.) (U=246496.5, p=0.05) while FutureLearn users were statistically significantly more likely to take MOOCs for leisure purposes (U=207139.5, p=0.05).**

Challenges

- Two Scales of Challenges, broadly defined as **"Technical Challenges"** and **"Course Difficulty related Challenges".**

- Mann-Whitney U-Test was used to compare the non-parametric means of the scales generated.

- **NPTEL participants were statistically significantly more likely to face Technical challenges (U=193748.500, p=0.05) and find the courses tougher (U=197454, p=0.05) than FutureLearn participants.**

Emerging Themes from Interviews

- Low quality of local instruction – MOOCs as a 'quality' supplement to poor educational standards.

- Re-evaluate how learners engage with MOOCs – Technical challenges in India – Downloading course content – Implications for Research?

- FutureLearn participants more likely to be life-long learners – similar to existing accounts from MOOC learner literature

- Learners using FutureLearn courses to overcome societal norms.

- When given a choice, learners prefer local to global MOOC content.

- However, learners prefer British accent over the Indian accent.

THANK YOU!

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