



**MOOCS AS A MODERN SYSTEM OF ONLINE LEARNING: A SYNOPTIC REVIEW**

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**Abstract:** MOOCs have become a popular avenue for diverse and multifaceted learner to update their skill, knowledge and innovation. As a new online system instructor teacher and education well in this system of MOOCs tend to emphasis on the use of technological features to make sound their class room actions a teaching learning process. When it is focused on pedagogy, MOOCs nurture student’s engagement in learning or teaching learning process. However, MOOCs instructor creates a set of design principles and guidelines to enrich a learner centre MOOC. In this paper the researcher highlights the learner centre MOOC and its effectiveness in teaching learning process. The investigator investigates how MOOC is relevant to present system of teaching learning process. This paper deals with how MOOC enriched students learning in classroom situation.

**Keywords:** MOOC, Teaching Learning Process, Online Learning.

**Introduction**

In MOOCs intended audience are teachers, MOOC creators. It is relevant course for elective and PG level. Like Industrial support companies created online course, learning and development training with division in companies across various sectors. MOOC is a abbreviation stands for massive online open course which is an educational tools with open access via web. This program also combined with teacher assistant, educational distance and student stays connectivity to education. Massive open online course content are leading online providers are now offering SAR (R) users with ‘free’ access to content for learning how to use and program in SAS. This content is available to everyone in this form of MOOC. Here all content offered for “free” but it is designed with the distance learner in mind and empowered with the user’s learning by flexible a self-directed approach. This is a model which delivered learning content to any person by online who has desired to interest any course with no limit on attendance and geographical barrier.

Basis	Traditional online course	Massive open online course
Content	(1) Reading material: It is only available one week at a time. (2) Media: Media is restricted by institutions/university. (3) Students: Students search within an institution library database. (4) Module: It is a 45 to 60 minutes. (5) Content: It is edited by semester.	(1) Reading Material: It is accessible 24/7. (2) Media: It is open course. (3) Students: The search within on institutions digital data base. (4) Module: It is to minutes. (5) Content: It is edited when needed.
Delivery	(1) Lecture: It often include live lecture. (2) Content: It is locked until it is completed by the students. (3) Pace/Path: Group learns at the same pace/linear path of learning. (4) Feedback: It is dependent on teacher. (5) Course: It is close ended with due dates.	(1) Lecture: It is pre-recorded. (2) Content: All content is available from the start. (3) Pace/Path: Self-placed/ customised learning path. (4) Feedback: It is dependent on classmate. (5) Course: It is open ended with no due dates.



<p>Milestone of MOCC: - Design of MOOC</p> <pre> graph TD     Platform((Platform)) --&gt; Result((Result))     Result --&gt; Super((Super))     Super --&gt; Topic((Topic))     Topic --&gt; Team((Team))     Team --&gt; Syllabus((Syllabus))     Syllabus --&gt; Platform     MOOC((MOOC))             </pre>		<p>2000-08: Pre-courses to MOOCs: Internet get popularity E-learning / online platforms have transformed to distance education. 2008 (The First MOOC): University of Manitoa offered a free online course with 2200 learners. 2011 (Standard MOOC): It offers free online course which make huge bold steps and triggers the modern MOOCs movement. 2012 (Year of MOOCs: Coursera, edx, Udacity (US), Futurelearn (U.K.) University (Germany), Miriadax (Spain) lunch to offer MOOCs 2013: (Open edx): edx open sources its MOOCs platform triggers governments would side to set up national MOOCs. (2013 – 16) National MOOCs: - France (RUN), China (suelanX), Joran (Edraak), Malaysia, Italy (Edu open) launch national MOOC portals.</p>
X MOOCs		CMOOCs
Scalability of practice on it.	MOOCs	Community and connections
Open access restricted licence	OPEN	Open access & Licence
Individual learning in simple platform	Online	Networking learning across multiple platform an services
Acquire a curriculum of knowledge an skill	Course	Develop shared practices knowledge and understanding

**Review of Related Literature**

Connectionism or connectivism presents that the sector of education has been smooth to acknowledge each of the impact of latest version of learning tools. Connectivism provides perceptiveness into learning skills and tasks required for the learner to flourish during a digital era (Siemens; 2014.) MOOCs have developed by many Universities and educational Institutions 328 open electronic course were launched by 62 educational Institutions, enrolling 29 million students from 220 countries. These information indicate that learning is accessible to all who want to learn online courses for large numbers of people from all over the world (Waldrop; 2013) online learning must enable learner, to link old information and new information i.e., they acquire knowledge by using their knowledge acquisition abilities (Bonk and Roy nelds). The education technology strategy affects the quality of learning (Kozma, 2001). Kozma points out that computer stimulate the real-life situation of learners (McGhee and Kozma, 2003). A computer is merely a means to motivate learners (Clark, 1983). Collaborative writing project were designed without supervision (Mackness, 2010).

MOOCs basically deal with four major principles of connectionism – competition, modification, employment Dissemination of definitive ideas (Siemens; 2014). MOOCs can circumvent one of the few remaining rationales for seeking a traditional college experience Mazon, 2014). When MOOCs are include online a blended that combined passive and declarative elements to improve student’s problem – solving skills (Koedinger, Kenneth, 2015) MOOC learning were also included expert practice (Doningo, Paran, Palange, 2019). MOOCs are also implenting the institution’s conventional degree granting programs. (Fox, 2016). The flexible nature of MOOC’s was highly appreciated by the students (Cripps, 2014). MOOCs as introduced to collection of completion of certificate as possible (How & cheung, 2014).

**Objective of the Study**

- (1) To find out how MOOC online course is effective in primary school education.
- (2) To find out how MOOC online course is effective Secondary education level
- (3) To find out how MOOC online course is effective in higher educational level.

**Research Question**

- (1) MOOC online course is suitable for primary educational level.
- (2) MOOC online course is suitable for secondary
- (3) MOOC online course is suitable for higher educational level.



- (4) What is the feature of MOOCs system?
- (5) What is the distinction between Traditional online course and massive open online course?
- (6) What is the difference between e MOOC and x MOOCs?
- (7) What is the historical development in massive open online course?
- (8) What is learner centric MOOCs
- (9) How learner centric MOOCs is more effective teaching – learning situation.
- (10) How MOOC is relevant to present system of teaching learning process.

### Data Analysis and Interpretation

#### (a) MOOC culture in Primary level

The MOOC has introduced in primary education. Different expert like teacher, head teacher, professional person and policy maker or decision maker together has shared their ideas and inspiring stories about MOOC online course at primary level. But the material and method in this course are based on studies carried out for the UNESCO institute of information technology in education situated at Moscow. Technology is everywhere in which government are including the national curriculum for students of all ages. In the U.K. already every primary school teacher has to teach computing concept, ideas and processes into our teaching. This course has been designed by teachers for teachers and to serve the purpose for interviews, presentations and activities at different educational level. In primary school teacher will be found a certain type of course designed to improve their teaching skills. In primary school level all teachers are usually trained on the job after delivered his theoretical studies. Teachers generally have well known about certain themes of childhood or educational pattern in education. A flexibility offered by these Mock training is very essential to develop knowledge in certain areas of childhood and primary school level at teachers own pall and maximize their employability. Recently teachers has used high technological to support the educational system of children. So digital learning, pedagogical innovation digital creation is associated with MOOC. In the way MOOC are related with current pedagogy and children will be smoothly prepared for digital hi-tech future and will be made the foundation good career, vast knowledge of computer tools and techniques.

#### (b) MOOC culture in Secondary level

The edX category for its high school initiative MOOCs consists of 50 courses with high relevance to high scholars, including AP exam preparation and introductory college freshman year courses. There are five reasons for high school students those considered MOOCs.

**(1) To help preparation for any type of Examination:** Typically, a high school may offer some number online classes to prepare students for the half yearly as annual examination or formative and summative evaluation in modern method of examination system. On the other hand, MOOCs provide the opportunity to prepare for any examination in any subject that a high school may not previously offering to the students.

**(2) To get potentialities of Schools:** As a student's when they are deciding which schools to apply to or have a choice between school where they should attended. MOOCs system can provide an additional sense of how teacher teach and which concept is like to learn there. MOOCs also reflect on the image the researcher can get a feel for a school based on their activity in this realm. When a higher education institution and higher education system is involved in offering online classes, then other side they should definitely present in high school level.

**(3) To explain interest:** MOOCs can help that high school students can dabbled in few course which exposed to new subject areas. This same but time and money when they will be reached in college level.

**(4) To abolish geographical barriers and back grounds:** The brief hallmarks of MOOCs are that a modern type of 'massive' size system that draws learners from 150 and above countries around the world. High school students have the opportunity to observe much nature of courses. Students will hear the perspectives of many professional courses in directly or indirectly related fields.

**(5) Students expand and extend their own horizons:** Students need to learn how to become self-directed in establishing their own learning goals. In this horizon the researcher called – “these go way beyond what my school teachers”. MOOC helps their education into their own hands.

#### (C) MOOC culture in higher education level

Now-a-days MOOCs are a new model for online course in higher education students have quickly grown their interest and support in this method of culture in Universities in very recent year. After culture of instructional technology for almost 15 years, the researcher have seen may technologies that might impact on higher education. MOOCs is an up-ending whole model of higher education which allowed students to complete full course of study in a non-traditional method, especially with international students



where large parts of the student uses early MOOC courses. On the other hand MOOC is a playing with the MOOC system of “badges” or certificate for course completion integrated into programs of higher educational institutions. Nothing is new about MOOCs system. Most Universities have offered online courses for many years and the basic technologies involve – video lectures, discussion forum, tests and use with on campus and distance study but difference is within scale of measurement. Large number of students involved in a ‘pre-programmed’ course of study and assessment where MOOCs would appear face to face course or smaller online credit course with high faculty involvement. MOOCs have built on efficiency of scale, giving access to the teaching of a world class professor to thousands of students at once. The lectures, assessments and activities for a course – typically an online course the professor behind the content is not cheap and is unique to a particular Universities. A MOOC opens the footsteps of door of the professor’s class room and teach more a few dozen of students at a time.

### Conclusion

MOOCs are also investigating the instructional design in present teaching learning situation. It improved the efficiency and quality of learning experience of learners. MOOCs are enabling innovation, engagement and equity in higher education and to inspired new approaches to teaching and learning across the gamut of primary, secondary school, colleges and Universities. It no ask must focussed on online, flexible and open learning. There are five ways in which MOOCs are currently having an impact on teaching learning process which are as encouraging and enabling unbinding - the separation of design development, deployment, delivery and supporter learning, changing the nature of credit granting and credentials, supporting the development of learning portfolio, demonstrating the power of learning communities and peer tutoring.

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