Undergraduate Students' Satisfaction with MOOCs: A Case of Foundation English Course

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Abstract

The purposes of this study were 1) to investigate undergraduate students' satisfaction with MOOCs; and 2) to study supplemental opinions and suggestions. The samples of this research were 169 TNI students in 2018 academic year derived through Simple Random Sampling technique. The instrument used in this study was rating-scale and open-ended questionnaire. The statistical values were the frequency, percentage, mean, standard deviation and content analysis. The findings presented that TNI students had undergraduate students' satisfaction with MOOCs was at a high level (x=4.06). For the opinions and suggestions, the students requested for various MOOC courses, clip video with a native speaker and practice tests.

Keywords: Online Learning, MOOCs Lessons, EFL Teaching-Learning Approach

Introduction

With the potential to redefine education, a product of the Internet evolution, MOOCS are "Massive Open Online Courses" designed to reach as many students, formal and informal, as possible. MOOC is a new concept, where learners study alone, outside a traditional university and helping each other. They assemble by affinity or language communities to exchange, share and solve all their difficulties they encounter in their learning (Epelboin, 2013). The New York Times and other periodicals have proclaimed that 2012 was the "Year of the MOOC" (Pappano, 2012). MOOCs are a relatively recent online learning phenomenon, having developed from the first early examples five years ago. They are now generating considerable media attention and significant interest from Higher Education institutions and venture Capitalists that see a business opportunity to be exploited (Yuan & Steven, 2013).

The term MOOC was first coined by Dave Cormier, Manager of Web Communication and Innovations, at the University of Prince Edward Island in 2008 for a large online class taught by George Siemens and Stephen Downes (Mcauley et al., 2010). Siemens and Downes envisioned "MOOCS as an environment for enacting connectivist pedagogy, an approach to teaching focused on building networks between participants, based on, but moving rapidly beyond, a foundation of shared content" (Mahraj, 2012, p. 360), and making use of social networking tools (Mak et al., 2010) for further student interaction and collaboration. The promise of MOOCs is that they will provide free access, cutting edge courses that could drive down the cost of university-level education and potentially disrupt the existing models of Higher Education (Future learn, 2013).

The current study examined the effectiveness of the design and delivery of the MOOC and, importantly, whether participants perceived that the course satisfied learner objectives. The results from this study will determine the course's strengths and weaknesses, as well as what aspects of the course require improvement.

College of General Education and Languages, Thai-Nichi Institute of Technology, has concerned on the significance of MOOCs as the institute has provided various channels of self-learning for the students including MOOCs. Therefore, to study satisfaction of students using MOOCs collected from TNI students to contribute of the gap of knowledge to suite to the networked society.

Research Objectives

The purposes of this study were

1) to investigate undergraduate students' satisfaction with MOOCs; and

2) to study supplemental opinions and suggestions.

Research Methodology

Population and Samples

Population of this study was 300 TNI students in three faculties: Faculty of Engineering; Faculty of Information Technology and Faculty of Business Administration who enrolled Foundation English Course in the third semester of 2018 academic year at Thai-Nichi Institute of Technology. Samples in this study were 169 TNI students derived through simple random sampling technique.

Instrumentation

The instrument used in this study was a questionnaire based on undergraduate students' satisfaction with MOOCs.

The first part of this questionnaire asked for the demographic information on the students' gender and faculty. The second part concerned undergraduate students' satisfaction with MOOCs. This part comprised 10 items. The five levels of opinion used in the questionnaire were ranked as "The highest level", "High level", "Moderate level", "Low level" and "The lowest level". Responses from the student questionnaires were subsequently coded. The data of the students' coded responses were statistically calculated and analyzed.

The computation of Cronbach's Alpha as a measure of reliability was employed to indicate hoe reliable the research questionnaire results were. Reliability was defined as the proportion of the students' responses to each item in the questionnaire and the reliability coefficient or calculated alpha was a lower bound of the true reliability of the research instrument, or the questionnaire. The descriptive statistics was also used to determine the individual summary statistics for each of the 10 items in the questionnaire. The third part was open-ended question for more opinions and suggestions.

Data Analysis

Data analysis from questionnaire both single item and whole questionnaire which presented a form of rating scale. These rating scales were calculated to find out mean and standard deviation and then translated based on criteria developed by Best (1981) as follows:

$1.00 <= x < 1.50$ refers to the lowest level.

$1.51 <= x < 2.50$ refers to a low level.

$2.51 <= x < 3.50$ refers to a moderate level.

$3.51 <= x < 4.50$ refers to a high level.

4.51 <= x < 5.00 refers to the highest level.

The collected data was analyzed using computer program. The statistics used for analyzing the data were frequency, percentage, mean, standard deviation, and content analysis.

Research Results

Phase 1: The results of demographic data

The analysis of the data from the students' questionnaire was presented in the first section deals with the demographic variables from the students' responses to Part 1 of the questionnaire in the following table.

Table 1: Table of the results of demographic data of respondents

Demographic data of respondents	n	Percentage
Gender		
Male	73	43.20
Female	96	56.80
Total	**169**	**100**
Faculty		
Engineering	85	50.30
Information Technology	47	27.81
Business Administration	37	21.89
Total	**169**	**100**

The table presented that there were 73 male students which was 43.20 percent, and 96 female students which was 56.80 percent. For faculties, the highest numbers of the students were from Engineering (50.30%), followed by Information Technology (27.81%) and Business Administration (21.89%).

Phase 2: the results of undergraduate students' satisfaction with MOOCs.

Table 2: Table of mean and standard deviation of undergraduate students' satisfaction with MOOCs.

Items	n	$\bar{x}$	S.D.	Level
1. I am more engaged in the course.	169	4.17	0.71	High
2. I have more opportunities to reflect on what I have learned.	169	4.38	0.52	High
3. I have more understanding on course materials.	169	4.20	0.47	High
4. I have more opportunities to collaborate with other students.	169	3.32	0.63	Moderate
5. I can increase my opportunity to access and use information.	169	4.15	0.71	High

6. I am more likely to ask questions when I don't understand the content.	169	3.47	0.67	Moderate
7. I can manage my own learning better.	169	4.00	0.84	High
8. I am motivated to get more knowledge.	169	4.21	0.73	High
9. I can more easily monitor my academic progress.	169	4.19	0.46	High
10. The learning activities were relevant to the goals of the course.	169	4.52	0.79	The highest
Total	**169**	**4.06**	**0.63**	**High**

The above table presented that the mean score of undergraduate students' satisfaction with MOOCs was at a high level (x=4.06). The highest item was item 10 The learning activities were relevant to the goals of the course (x=4.52), followed by item 2 I have more opportunities to reflect on what I have learned (x=4.38). However, the lowest item at a moderate level was item 4 I have more opportunities to collaborate with other students (x=3.32).

Phase 3: The results of suggestions and opinions about undergraduate students' satisfaction with MOOCs
The suggestions from the respondents were listed as follows:
1. Teachers should provide more varieties of the course.
2. Clip Video with native speaker are required.
3. MOOC should be more focus on practicing than teaching theory.

Conclusions and Recommendations

The finding indicated that the overall satisfaction of undergraduate students with MOOCs was at high level (x=4.06). The highest item was "The learning activities were relevant to the goals of the course" (x=4.52), followed by "I have more opportunities to reflect on what I have learned" (x=4.38). However, the lowest item at a moderate level was "I have more opportunities to collaborate with other students" (x=3.32). The suggestions according to the participants presented that various courses, clip video with a native speaker and practice tests are required. This is recommended by Cronenweth (2012) pointed out that peer assessment process is a useful form of learning for students. In addition, Wong (2013) stated that peer assessment process does a good job of exposing students to someone else's work. "That is where the learning is at". Using the previous techniques will enhance interaction and make students more satisfied of interaction in MOOCs. This is, moreover, related to the study of Milligan et al. (2014) who highlights that skills and dispositions are necessary for self-regulated learning to occur in MOOC environments as MOOCs are designed to encourage autonomous and self-regulated learning behaviours. TNI, therefore, should emphasize on MOOCs learning that allow the students to investigate wide varieties of courses with accessible to high quality learning experiences.

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