

Massive Open online courses (MOOCs) a boon as to Education Sectors and Corporate World – An Evaluation

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Abstract

Today we are viewing the trend of MOOC courses, as most of us want to learn and grow. When we ponder on Business and its growth, Human resource is being considered as the most valuable asset, the intellectual brains of human's are being highly esteemed. For sharpening the brains we need more learning and training especially for knowledge workers. Big-big corporate is of the same opinion that people should learn and grow, but in the real sense they used to skimp trainings and often leaving it to individuals to manage their own development, and for that reason it leads to the best setting for MOOC learning platform usually with lesser cost. Moreover surveys conducted in United States reveals that the proportion of people who received employer-funded training decreased from 21% in 2001 and 15% in 2009, and presently MOOC student population is about is at 87%.

In this scenario the researcher made a legible attempt to probe into the reality of these course offerings, whether boon or bane. Data were collected from the sample size of 50 employees randomly selected; using a well drafted Interview Schedule. The study was conducted by the researcher using the tool Likert/Summative Scales. Paired sample T-Test was also applied to compare the effectiveness of before and after MOOC trainings. Finally the researcher concluded the learning stating that, in spite of certain demerits still corporate can adopt MOOC trainings to induce the employees, as there crop up a significant statistical difference in the caliber of employees before and after the training.

Key words: Massive Open Online Courses, Elite Universities, Employed learners, MOOC-course work, Non-Corporate Channels, Eminent Teaching Assistants.

Introduction:

A Massive Open Online Course (MOOC) is a **web-based platform which provides unlimited number of students worldwide with a chance of distance education with the best institutes in the world.** It was established back in 2008 and gained momentum in 2012 as a popular learning tool. Many MOOCs have communities that have interactive sessions and forums between the student, professors and Teaching Assistants (TAs) along with the study/course material and video lectures.

Advantages:

Compared with face-to-face training, MOOCs offer many advantages: The fees are lower, there are no travel costs, and the courses are less disruptive to day-to-day work. They provide content produced by elite universities that's often unavailable from local providers. Most MOOCs may be started at any time, and many are broken down into short modules, so they're valuable for just-in-time skill acquisition. MOOCs also enable employers to provide development support in areas that are highly specialized or peripheral to individual's core jobs without having to worry about economies of scale. Although academics who study learning haven't reached a harmony about course quality learners typically feel that MOOCs are meeting their developmental needs.

Reasons why firms are not reaping higher benefits:

Researches' revealed that one of the main reasons, so many companies fail to capitalize on MOOCs' training potential is a lack of awareness: They simply don't know that their people are taking the courses on their own. It's not that most employed learners are planning to jump ship and hiding the evidence, surveys revealed that employees enrolled in MOOCs solely in the hope of finding a new job or starting a business. Rather, many people look at these courses as part of their self-directed career development, whether they have a clearly defined plan or are working towards broader objectives, such as maintaining their overall employability and keeping their skill set equal to date.

Companies also don't seem to recognize MOOCs as a viable substitute for formal training. Employers that already invest in talent development by bringing in outside trainers, for example, or creating their own programs are the ones most likely to provide support for online courses.

Previous surveys revealed that, when learners who received no support for their MOOC coursework were asked why, the most common answer was that their employer does not invest in learning and development at all. They often said that their companies prefer to hire skills from the outside market and that management considers performance improvement to be the employee's responsibility, not the organizations. Many learners also felt that their companies were reluctant to fund employees' development, fearing that they'd then lose those skills to competitors.

MOOCs in India and Abroad

There are various notable institutions, both non-profit and commercial, that offer these courses worldwide with the help of MOOC providers including,

- NPTEL (India): Indian Institutes of Technology (IITs) and Indian Institute of Science (IISc.) offer online courses through this platform which require no registration and are free of cost.

- Wiz IQ (India and USA): IIT Delhi, India offers this course through this platform which requires registration and fees to study courses offered by them.
- Open2Study: The headquarters of this platform for online courses is based out of Australia.
- Coursera: The headquarters of this platform for online courses is based out of USA.
- edX: The headquarters of this platform for online courses is based out of USA.
- udemy: The headquarters of this platform for online courses is based out of USA

India has started various projects for offering MOOC courses, currently NPTEL, mooKIT, IITBX and SWYAM are the platforms used in India for offering courses.

It is noted that MOOC is the most popular way used to offer online courses globally, it is a massive course designed to support unlimited participation and it is been offered through a platform. Study results revealed that as of December 2016, approximately 58 million students are registered for the MOOC courses, offered by more than 700 universities and approximately 6850 courses offered by various providers such as Coursera, edX, Udacity. India as after US, is dominating the global growth in enrollment, accounting for 8,83,400 (27%) users on edX, 1.5 million on courser and 1,12,000 (13%) on Udacity.

Research's proved that top Institutes like IITs, IIMs, IISC and authorities like UGC,AICTE,MHRD has always been involved in the initiative of serving quality education learners in India including traditional as well as the online education. Some of the projects serving currently for providing online education are NPTEL(National Programme on Technology Enhanced Learning) a project founded by MHRD initiated in 2003, and a joint initiative of seven Indian Institute of Technology including IITs(Indian Institute of Technology and IISC (Indian Institute of Science). mooKIT offered by IIT Kanpur, and IITBX(non profit MOOC platform) of IIT Bombay. The most recent initiative started by the government is SWAYAM (Study Webs of Active Learning for Young Aspiring Minds) started with a goal to serve at a very large scale and to cope the increased needs of learners.

Initiative	Year of Launch	Institution Behind Platform	Website Link
NPTEL	2003	IIT Madras	nptel.ac.in/
mooKIT	2012	IIT Kanpur	www.mookit.co/
IITBX	2014	IIT Mumbai	iitbombayx.in/
SWAYAM	2016	MHRD and Microsoft	Swayam.gov.in

Study webs of Active learning for Young Aspiring Minds(programme of Ministry of Human Resource, Government of India, faculties of central funded institutions like IITs, IIMs,Central university of Haryana etc.

National Programme on Technology Enhanced Learning

Technology Used:

Interested Institutions have an option to go for self-hosted platforms or used proprietary platform such as Coursera, Udacity.

Provider	Course Format	Learning Model	No:of Courses	No.of Users	Institutional Credits	Platform Language	Mobile APP	App Platform
NPTEL	Scheduled	Online	1200	1.5 Million	Partial	English	Yes	Android
mooKIT	Scheduled	Blended	15	0.1 Million	Partial	English, Hindi, Kannada, French, Russian, Ukrainian	No	
IITBX	Scheduled and Self-pace	Online	63	1.25 Million	Partial	English	No	
SWAYAM	Scheduled and Self pace	Blended(includes face to face also)	172		Yes(provides credit for courses)	Hindi, English	Yes	Android

MOOC courses have schedule with starting and end date. Self-paced courses may not have any time restriction to join a course.

Disadvantages of MOOC in India:

Technological Infrastructure: developing country, internet is a luxurious facility and for rural areas high speed internet happens to be a problem.

Diversified needs: common people are more those who cannot handle English language

Lack of oral communication skills: As all communications between teachers and learners and learners to learners is all through written.

Quality of Teachers and technical staff may be poor

Successful companies using Corporate E-learning:

As of today, nearly half of the most profitable world known companies use e-learning tools for online training.

Shell is a global multi-billion dollar corporation working in oil and gas Industry (natural gas provider), operates over 70 countries. In 2006 Shell decided to ensure quality of their services and modify training for its contracting and procurement staff. They wanted to increase the company's profit by improving staff performance. Besides, they have to support employees speaking in multiple languages and adapt learning to the standards of the Shell management system. The training program involves an online portal, known as Shell Open University. It offers a wide range of practical, commercial and technical learning tools. Employees have unlimited access to online courses, webcasts, e-books, and guides. They evaluate their own knowledge, capabilities, and competency both before and after completing the program. Moreover, Shell will reimburse the money and time spent on further employee learning if the corporate curriculum is insufficient.

Shell India Markets Private Limited- Perungudi, Chennai.

Shell Companies in India- Haryana

Toyota Motor Corporation is a multinational car producer founded in 1937. s a multinational car producer founded in 1937. Their corporate structure consists of over 340,000 employees working in 51 manufacturing branches in 28 countries. Toyota is the world's third-largest seller delivering its vehicles in more than 170 states. As of 2017, the company has raised \$249.9 billion in revenue. Toyota Motor Europe has been using eLearning to train over 18,000 motor technicians and engineers since 2005. The company upgraded to the latest version of its LMS in 2013 to provide continuous training without having to be re-certified. The platform offers learning materials for dozens of distributors and hundreds of retail outlets in over 50 countries.

PayPal

PayPal is an American company managing a global online payments system. The platform supports more than 100 currencies for daily banking operations.

The company has made a huge contribution to reorganize its employee-training programs. They adopted more nontraditional but at the same time more effective learning techniques.

Crouse Hospital

Since 1893, Crouse Hospital has taken care for generations of Central New Yorkers. It is a private non-profit health institution that serves more than 250,000 patients each year. With over 2,700 workers, the hospital is one of Central New York's largest employers.

Crouse Hospital modified its training program in 2015 by implementing eLearning technology. Before switching to online education, administrators had a lot of paperwork related to employee professional development. The process was time-intensive when it came to filing handwritten class rosters and paper transcripts.

Statement of Problem:

In this present scenario it is apt for the researcher to probe into the situation whether these online courses are really a boon for educational institutions and for corporate and for that reason the research objectives framed are:

Research Objectives:

1. To analyze the satisfaction level of employees with respect to MOOC courses.
2. To scrutinize the correlation between the Institutional Support and Training results.
3. To evaluate the competence of employees before and after MOOC training.

Methodology:

Primary data were collected from 60 sample sizes, and were randomly selected and with the help of a well drafted Interview schedule data were collected. The Sample size includes 30 people from educational sectors and 25 from corporate sectors. With regards to educational sectors, sample size was the selected ie., 5 Assistant professors from Rajagiri Centre for Business studies, Kakkanadu, 5 from NSS Hindu College, Changanacherry, 5 from Nattakam Govt. College, 5 from Govt college Kattapana Idukki, and rest 5 from MG College Trivandrum and rest from St. Thomas College, Kozhencherry. Rest of 30 was selected from the Industrial sectors of Toyota motors and Shell India private limited equally. Secondary data were collected from the published articles and News papers, websites etc.

Tools Applied:

The study was conducted by the researcher using the tool Likert/Summative Scales. Paired sample T-Test was also applied to compare the effectiveness of before and after MOOC trainings. Updated software version of SPSS software was used for the analysis.

Result Analysis:**1. Institutional Support:**

Table: 1
Institutional Support

		Frequency	Valid Percent
Valid	Highest	41	68.3
	Moderate	9	15.0
	Not supportive	10	16.7
	Total	60	100.0
Total		60	

From the table it is clear 68 percent of respondents is of the opinion that Institutional support is in its highest.

2. MOOC courses helps in developing the talents and competencies:

Table: 2

Develop Talents and Competencies

		Frequency	Percent	Valid Percent
Valid	yes	60	98.4	100.0
Total		60	100.0	

From the table above it is depicted that cent percent of respondents are of the opinion that MOOC courses surely helps in developing the talents and competencies.

3. Validity of the Course:

Table: 3
Validity

		Frequency	Percent	Valid Percent
Valid	valid	60	98.4	100.0
	Missing			
Missing	System	1	1.6	
Total		61	100.0	

It is clear from the above table 3 that, hundred percent of respondents are of the opinion that the course is being offered with the topmost authorities in the higher education system, the validity can be relied upon.

4. Put into action with Management support:

Table: 4

Put into Learned matter with Management Support

		Frequency	Percent	Valid Percent
Valid	yes	36	59.0	60.0
	No	24	39.3	40.0
	Total	60	98.4	100.0
Total		60	100.0	

From the above table it is been noted that sixty percent of respondents are of the judgment that they are putting the learned matter into action with Management support.

5. Correlation between Institutional support and Training Results

Table: 5 Correlations

		Institutional Support	Results after Training
Institutional Support	Pearson Correlation	1	.104
	Sig. (2-tailed)		.429
	N	60	60
Results after Training	Pearson Correlation	.104	1
	Sig. (2-tailed)	.429	
	N	60	60

There is no correlation between Institutional Support with results of training. Now we could see a trend that employees are self oriented to acquire more knowledge and they are all eager to learn more, even though institutions are not insisting.

6. Effectiveness of Online MOOC Training (Before and After)

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Training Before Training After	-19.93333	6.19422	.79967	-21.53347	-18.33320	-24.927	59	.000

Significance difference can be noted in the caliber and results of employees before and after online training, and thus concludes that training is effective.

Conclusion:

Finally the researcher concluded the learning stating that, in spite of certain demerits still corporate and educational Institutions can adopt MOOC trainings to induce the employees, as there crop up a significant statistical difference in the caliber of employees before and after the training.

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