

# **Learners' Experience in MOOCs: A Phenomenographic Approach**

Fenny Amalo

# MOOCs

- Massive
- Open
- Online
- Courses

# Who are the MOOCs students interviewed?

- Between 23 to 42 years old
- Half reside in Asia
- All have Bachelor's degree (half has Master's)

# Emerging Patterns

- Motivation to join MOOCs
- Completion rate and motivation
- Engagement level
- The need for verification (certificates, lecturers having the last say, etc)
- Positive/negative elements

# Framework

- Connectivism
- CoP

# Data finding

- Reasons for completion/dropouts
- Interest: subject, exploration, certificate
- Engagement: low to mid-low
  - ◆ Assignments
  - ◆ Use of discussion forums
  - ◆ Video-watching/note-taking
- Completion: 4 completed, 3 did not, 1 still ongoing
- Discussion forums: helpful in learning, if used

# What the data says

- Engagement v. Interest
  - ◆ Everyone is interested in subjects, but those who claim to be interested in exploring MOOCs are more engaged.
- Participation
- Lifelong learners v. Tasters

# Thoughts for the future

- MOOCs are not there for everyone
- Drop-out level is not an issue, as learners claim to still learn something from the MOOCs