

Increasing Student Engagement through Authentic Learning Activities in MOOC Environment

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E-learning

The booming era of e-learning has evolved over the past decade. Massive Open Online Courses (MOOCs) has revolutionized universities and education landscapes, as the in-thing that offers richer, wider, and connected learning experiences (Comer, Baker, & Wang, 2015). MOOCs have made an interesting splash on online education canvas especially after Coursera, Udacity, and edX have become the main player in the industry. However, not much is known about how the students experience and engage with the course content on MOOC (Shapiro et al., 2017). The aim if our study is to identify the nature of learning activity that highly engage MOOC students. We also want to investigate the level of engagement among students towards different MOOC learning activity.

Massive Open Online Courses (MOOC)

MOOC is a new revolution which has changed the setting of global education. Among the advantages that MOOC can offer is that students can access their learning content openly, for free. The students may learn and interacting together with thousands of other virtual classmates. MOOC managed to facilitates learning pervasively, from anywhere, anytime. However, students need to actively participate in the learning activities on MOOC in order to understand the content. They have to watch videos and read lecture notes. They also have to answer discussion questions and submit assignments.

The rise of MOOCs trend in the last half decade that offer somewhat new way of learning has offered us with the needs to study how it engages the learners (Lerís, Sein-Echaluce, Hernández, & Bueno, 2016). Various literatures cited that student engagement is as one of the factors that increased student learning. However, at present, research on MOOC has not rigorously assessed the type of MOOC-based learning activity that really engage students. Fayer (2014) said that MOOC that packed with passive video content as lacking Higher Order Thinking (HOT) activities. However, Watson, Kim & Watson (2016) debated that learners indicated that the instructor videos were the most impactful instructional strategy on MOOC. Besides that Huang, Zhang & Liu (2017) found that MOOC interactivity level has positive effect on students' intention to revisit it.

Therefore, we believe that HOT is a key in designing engaging learning activities on MOOC. We think that the best way for students to learn on MOOC is by being active—submitting comments on MOOC forum as well as commenting and liking their peer's comments. This approach gives them chance to think critically and deeply, before giving comments, as whatever they write will be read by thousands. Thus a deep thoughtful study on how learners interact using MOOC discussion forums is vital (Boroujeni, Hecking, Hoppe, & Dillenbourg, 2017).