MOOCs Pedagogy: How to handle mass and fast dropout learners

- Gamification
- Self-Regulated Learning
- Peer Learning
- TA-Bot, Help desk-Bot
Learning how to learn | Barbara Oakley
https://www.coursera.org/learn/learning-how-to-learn
3,750 documents

Results when using MOOC as a keyword
<table>
<thead>
<tr>
<th>Document title</th>
<th>Authors</th>
<th>Year</th>
<th>Source</th>
<th>Cited by</th>
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<tbody>
<tr>
<td>Challenges and opportunities for effective assessments within a quality assurance framework for MOOCs</td>
<td>Xiao, C., Qiu, H., Cheng, S.M.</td>
<td>2019</td>
<td>Journal of Hospitality, Leisure, Sport and Tourism Education 24, pp. 1-16</td>
<td>0</td>
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<tr>
<td>MOOC learners' demographics, self-regulated learning strategy, perceived learning and satisfaction: A structural equation modeling approach</td>
<td>Li, K.</td>
<td>2019</td>
<td>Computers and Education 132, pp. 16-30</td>
<td>0</td>
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<tr>
<td>Multi-modal matrix factorization with side information for recommending massive open online courses</td>
<td>Symeonidis, P., Malakoudis, D.</td>
<td>2019</td>
<td>Expert Systems with Applications 118, pp. 261-271</td>
<td>0</td>
</tr>
<tr>
<td>Massive Open Online Courses (MOOCs): Data on higher education</td>
<td>Al-Rahimi, W., Aldraiweesh, A., Yahaya, N., Bin Kamin, Y., Zeid, A.M.</td>
<td>2019</td>
<td>Data in Brief 22, pp. 118-121</td>
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</tbody>
</table>
MOOCs Pedagogy

- 3,750 documents Results when using MOOC as a keyword
- 857 documents results when searching for “pedagogy” within the results.
**Physiological needs:** 
food, water, warmth, rest

**Safety needs:**
security, safety

**Belongingness and love needs:**
intimate relationships, friends

**Esteem needs:**
prestige and feeling of accomplishment

**Self-actualization:**
achieving one’s full potential, including creative activities

**Basic needs**

**Psychological needs**

**Self-fulfillment needs**
MOOCs Pedagogy: of 857, there are 41 documents addressing effectiveness of Gamification Concept
Gamification in MOOCs to enhance users' goal achievement

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Abstract

Gamification in engineering education has been applied with success in the last years. Also, Massive Open Online Courses (MOOCs) are recognized as a good strategy to enhance engineering education. Nevertheless, MOOCs have two main weaknesses: first, lack of addressing personal goals; and second, low completion rates in comparison to the number of registrations to the MOOCs. To improve learning experiences in MOOCs and to strengthen self-regulated personalized learning we propose the application of gamification in MOOCs. Our assumption is that MOOC learners will better succeed in achieving their goals if they can individually personalize and plan their learning paths through gamification. This assumption is based on the Implementation Intention theory which claims that people who foster their goal intentions with Implementation Intentions are comparatively more successful in their personal goal achievements. Based on a preliminary literature review this article presents and arguments on our research idea on how to apply gamification to enhance MOOC users' goal achievement. Besides, it introduces a new perspective on MOOC completion rates based on the user intention and a new way of measuring it via the Personal Goal Achievement Ratio (PGAR) and the Overall Goal Achievement Ratio (OGAR). © 2017 IEEE.
The role of quality factors in supporting self-regulated learning (SRL) skills in MOOC environment

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Abstract

As a crucial factor that affects the learning performance in MOOC, self-regulated learning (SRL) has elicited considerable interest. Self-regulated learners can manage their learning activities efficiently, however, researchers indicate that MOOC learners do not adequately self-regulate their learning. Thus, providing support to facilitate self-regulated learning skill is important. This study examines the quality factors that affect self-regulated learning in MOOC environment. Using a structured questionnaire derived from the literature, data was collected from 1000 undergraduate students from 5 public universities in Malaysia. The questionnaire consisted of 2 sections. The first section collected the demographic data, the second section educed data about self-regulated learning, information quality, service quality and system quality. Through Partial Least Squares Structural Equation Modeling (PLS-SEM) technique, the relationships between the quality factors and self-regulated learning were obtained. Statistical findings revealed that service quality factor influence self-regulated learning positively in MOOC. The findings provide by the study may give an empirically justified foundation for those who concerned to develop strategies for encouraging the adoption of MOOC. © 2019, Springer Science+Business Media, LLC, part of Springer Nature.
Edgar Dale's Cone of Experience

People generally remember... (learning activities)

10% of what they read
20% of what they hear
30% of what they see
50% of what they see and hear
70% of what they say and write
90% of what they do.

People are able to... (learning outcomes)

Read - Define, List, Describe, Explain
Hear - Demonstrate, Apply, Practice
View Images - Analyze, Define, Create, Evaluate
Watch Videos - Participate in Hands-On-Workshops
Attend Exhibits/Sites - Design Collaborative Lessons
Watch a Demonstration - Simulate, Model, or Experience a Lesson
Participate in Hands-On-Workshops - Design/Perform a Presentation - "Do the Real Thing"
Peer Learning & Feedback: Authentic Assessment
Formative & Summative Evaluation

Quality of peer feedback in relation to instructional design: A comparative study in energy and sustainability

MOOCs

Elizondo-Garcia, J.  
Schunn, C.  
Gallardo, K.

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*University of Pittsburgh, United States

Abstract

Peer feedback has become a common practice in MOOCs for its capacity to scale formative assessment and feedback on higher-order abilities. Though many practices for improving peer assessment have been examined, there is a lack of knowledge of how instructional design and platform features affect the quality of peer assessment and the relative frequency of different types of peer feedback comments. This study aimed to improve understanding of the relationship between quality of feedback and peer-feedback pedagogical design. Peer feedback instructional design and peer feedback comment data were examined from two MOOCs in a similar domain of personal relevance but with substantially different designs. Country of origin of the feedback provider was also examined to control for cultural/linguistic effects. Differences between the two courses were observed in both the pedagogical designs and in the focus of peer comments, suggesting that peer feedback design is an important guide for the focus of peer feedback comments. Furthermore, the results support the idea that instructional design features, mainly the guide's structure and focus, determine the type of comments that participants will produce and hence receive. © 2019 International Journal of Instruction.
Personal Assistance: น้องมูค