

Survey On MOOC English Course In Faculty Of Education Universitas Terbuka

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Abstract

MOOC UT is just launching in May 2014. MOOC is a course of study available over the Internet without charge to a very large number of people. People who decide to take a MOOC just simply logs on to the website and signs up may join MOOC. It seems that people are eager to attend the English course through this mode of learning. The survey is divided in two aspects, first focused on the the process of developing the course, the process of tutorial, forum, chat, handling the tasks, and the process of giving feedback on the participants' task on MOOC. How the tutor manage the tutorial which are attended by about 654 participants. How the tutors arrange the process of handling the course since there are two tutors who handling this course. Second, this paper will describe the participants feedback on a survey of "Tell us what you think about this course" about: 1. Performance; 2. Material; 3. Time; 4. Assignment; 5. Forum; 6. Chat; 7. Others. Furthermore, it will also describe the participants background and their goal on attending the course of MOOC. Their suggestions for the future of the course and handling more effective will also show in this paper. Some comments, examples on forum, chats and others will quote on this paper. The result of the survey will recommend the manager, administration and tutor to handle course through MOOC be effective differ from handling the previous tutorial online.

Key words: Handling, English Course, MOOC

Introduction

Survey on MOOC is conducted during the writers did the process of teaching "English for Children course" through MOOC model in Faculty of Education in Universitas Terbuka (UT). UT has conducted tutorial online (tuton) since 1999 which is differ from MOOC mode. MOOC in UT is a new mode which conducted since April 2014. This survey aims to find some needs on developing MOOC for future and it will recommend the manager, administration resources and tutors on being effective to handle it. The survey also shows the differences of handling tuton and MOOC. The process of developing material, conducting learning process (forum, chat, discussion, tasks, assignments and final test) will be discussed in the following of this paper. The background of the participants in this course will be shown in this paper and the participants responds on the course during they attend MOOC will also be described in details as part of the survey. This paper showed the differences of handling MOOC and tuton.

Literature Review

Reviewed literature on distance learning especially online learning and computer-assisted language learning (CALL) is wide range. English has become a global interactions tool means huge of people need to learn English and huge of English teachers demand is increased. To achieve massive demand on the opportunities of learning English then Universitas Terbuka as a university which applied open and distance learning mode prefers to serve people in Indonesia who want to develop their ability on learning English course through MOOC.

MOOC (**Massive Open Online Course**) is aimed to serve unlimited participation and open access via website. MOOC is called an online course which is an addition to traditional course materials such as videos and readings. MOOC is providing interactive user forums to help on building a community for students, tutors and teaching assistants. This mode is a new one which started to use in 2012 as a recent development on distance education . (http://en.wikipedia.org/wiki/Massive_open_online_course)

Previous MOOC emphasized its access on open features called connectivism on content, structure, learning goals by using electronic media, educational technology and ICT (information and communication technologies). The role of social and cultural context is the learning emphasized by the connectivism. Vygotsky's perspective ZPD (zone of proximal development) is associated with the proposes of connectivism. The relationship between work experience, learning, knowledge is expressing on the concept of connectivity. Connectivism indicates to give effect of technology on how people live, communicate and learn. Central aspect of connectivism is network with nodes and connections. The central aspect of connectivism is also proposing people learn through contact. It connects to expand and increase network. Stephen Downes (2007) states: "at its heart, connectivism is the thesis that knowledge is distributed across a network of connections, and therefore that learning consists of the ability to construct and traverse those networks". Furthermore, Wikipidia states: "In 2008, Siemens and Downes delivered an online course called "Connectivism and Connective Knowledge". It covered connectivism as content while attempting to implement some of their ideas. The course was free to anyone who wished to participate, and over 2000 people worldwide enrolled. The phrase "Massive Open Online Course" (MOOC) describes this model. All course content was available through RSS feeds, and learners could participate with their choice of tools: threaded discussions in Moodle, blog posts, Second Life and synchronous online meetings. The course was repeated in 2009 and in 2011".

Nowadays, prestigious universities are offering some courses free to anyone in the world through MOOC. MOOC was introduced by George Siemens and Stephen Downes in 2008. They provide free online to people in the world in three years (2008, 2009, and 2011). At first year, they provide MOOC both of 25 tuition-paying students in Extended Education at University of Manitoba and over 2200 online participants from the general public who are not need to pay. According to http://en.wikipedia.org/wiki/Massive_open_online_course Stanford proffesors have been conducting MOOC on the course artificial intelligence which are attracted 160.000 students from 195 countries and they receive a certificate of accomplishment without any credit. Many

other universities are started to offer MOOC and now about 115 courses are offered by 33 private and public universities across countries(Allen & Seaman, 2013).

Some researchers have been done studies on MOOCs. One of the studies are focused on the ethics of research on MOOCs as doing by Antonella Esposito (2012) in Electronic Journal of E-learning Volume 10 Issue 3 2012 ISSN 1479-4403. There is also study on Exploring the MOOC format as a pedagogical approach for mLearning by Inge de Waard and colleagues.

English Course

English course in UT has already offered for about 30 years. Conducting teaching learning English through open and distance education (DE) system UT has started in 1984 and began with a combination of correspondence such as; text only (modules), audio two-way radio/telephone, audio-cassettes, CDs, video and televised lectures, and face-to-face tutorials, computer-based learning (that is, without network connection), internet materials and resources, internet communications. At first, DE system seems lack of social component however, this component can be conducting through internet. All interactions can be handling through internet among students and peers and tutor and students (Jennings, 2002).

Vygotsky as one of the expert on education who believe that the fundamental basis of learning process is primarily social interaction has indicated to the learning process of language is primarily social interaction as well. The basis learning of language is conceptualized focus on interaction. Interaction always conducted in social situation rather than individualized (Hoover, 1996).

Nyaradzo Mvududu (2012) stated: The reality we face in our schools is that the student population is becoming more and more diverse. It is important that we intentional think about how to effectively teach our students. Constructivism represents one of the big ideas in education. Its implications for how teachers teach and learn to teach are enormous. If our efforts in reforming education for all students are to succeed, we must focus on students. To date, a focus on student-centered learning may well be the most important contribution of constructivism. As Phillips (2000) noted, “it seems possible for a person who accepts constructivism as a philosophy to adopt a variety of educational practices or for a teacher who uses constructivist classroom practices to justify doing so in a variety of ways, some of which might not philosophically be constructivist at all” (p. 18).

There are no previous research about MOOC applying on English teaching course, however there are numerous researches on online using in teaching and learning English. As Andrew J. Morall (2011) has done research on teaching English by the Web: Implications for teacher training in Hong Kong states “findings include that students believe using the Internet has improved their research skills; sometimes they study in more depth than is necessary; many find that they do not have enough computer knowledge when using the Internet, and that using the Internet has made them more independent learners. Most teachers had communicated with students by e-mail, ICQ or the Internet, but very few had put pages onto the Internet. Given the emphasis placed on IT by the Education Commission of the Hong Kong Government, suggestions are made for teacher training in the use of the Internet for English language learning Hong Kong.” Another research stated on Global Volunteer Network by Louisa Walsh (2010) has

done a research on Why teaching English through Skype. A Case for Online English Language Teacher Education by Denise E. Murray stated his research on http://www.tifonline.org/wp-content/uploads/2013/03/TIRF_OLTE_One-PageSpread_2013.pdf

Methodology

The survey has conducted during the writers conducting the MOOC process. A eight-week MOOC English for Children course is implemented as a trial course of Faculty of Teacher Training and Education in Universitas Terbuka. Data collection included the MOOC design of the course, process of delivering materials, tasks, forum, chat, actual level of participation type of participants, participants satisfaction to the course, demographic information of the participants and final test.

Discussion of finding and suggestions to improve

UT has conducted tutorial online (TO) for some years. The way UT conducted TO is different to MOOC design. On the below table, it shows the differences of TO and MOOC.

Table 1

Activities	TO	MOOC
Registration	Enroll to pay	Free not getting student number
	English teachers	All backgrounds
Benefit	Degree	Non degree (Certificate)
Tutorial	Compulsory	Compulsory
Forum	Compulsory	Compulsory
Chat	Not Available	Available
Tasks	Compulsory	Compulsory
Feedback	Compulsory	Compulsory
Final Test	Compulsory	Compulsory

TO requires registration and the students have to pay tuition fee however, MOOC is free but participants do not get students number. In English courses of Faculty of Education, there is a requirement for whom want to participate, they should be teachers. MOOC is open to anyone who want to participate. TO is a degree program otherwise MOOC is non degree program. Tutorial, Forum, Tasks, Feedback and final test are compulsory on both TO and MOOC. Chat is only available on MOOC.

Course Design

Tutor design the materials for tutorial as stated on the table below. Participants activities are shown as well.

Table 2

Tutor	Participants
Design the materials	
1. Introduction	1. Introduce themselves
2. Upload materials for discussion 1	2. Reading material
3. Checking Discussion 1	3. Participate on discussion
4. Announcement	4. Read announcement
5. Chat 1	5. Participate on chat 1

6. Upload materials for discussion 2	6. Reading materials
7. Chat 2	7. Participate on chat 2
8. Checking Discussion 2	8. Participate on discussion
9. Announcement for Task 1	9. Answering Task 1
10. Checking/grading Task 1	10. Read grade on task 1
11. Uploading materials for Task 2	11. Reading materials and Answering Task 2
12. Checking/grading Task 2	12. Read grade on task 2
13. Announcement for participating on giving feedback of MOOC design	13. Participate to give feedback about MOOC design
14. Uploading materials for final test (FT)	14. Read the material and answering FT
15. Checking/grading Final Test	15. Read grade on Final Test

However, all the above designs are uploading thematically as followed.

- Participants
- Badges
- Introduction
- Literature review
- Theory of teaching learning English for children Topik 3
- Teachers characters
- Principle of developing material
- Arranging Materials
- Methods of teaching and learning of English for Children
- Evaluation
- Final Test

As the tutors of the course, we met some difficulties to indicate the materials and the schedule of finishing each part of the material. Tutors found that there are some points need to redesign. **First**, the schedule is needed to point out in a specific calendar. It would make easy for the participants to remember what should they do next if the schedule is indicated the specific information for them. The above home did not show any about the schedule. In introduction, tutor stated that this course will be conducting for 8 weeks. The course started from 29 April 2014 and it should be finished on 24 July 2014 when the participants should submit their final test. **Second**, tutor stated on the introduction that participants have to do two assignments during the course but tutors are not indicated when they should start to do the assignments. Moreover, there is no indicators which topics will include on both of the assignment. Some participants submit their assignments on the last minute before the final test. Tutor already marks and posted the grading two days after the due date of submitting the assignments. **Third**, Participants are not have any indications of the latest time for discussion 1. They still try to participate discussion 1 until 20 July 2014. It means that the participants just join the first discussion when the final test will due on four days. **Fourth**, in the part of Welcome, it should not stated welcome when participants click welcome then they found the instruction to join chat 1. **Fifth**, it stated Topic 3 however there are no topics 1 and 2. The systematic of using thematically are not consistent. **Sixth**, time allotment is very important part of tutorial since it indicated the steps of starting and finishing each part of the material.

Thus, it has to be redesign the whole home in the schedule for making easy to participants and tutors on conducting MOOC efficiently. Moreover, by redesign the home of this course the participants will be easy to follow the course. Even this course is free but by the end of the course UT has a plan to give them certificate. Requirements for whom will get certificate is needed to define since there are 654 participants are participated however only some of them are active to participate in discussion, chat and do assignments and final test.

Below is a suggestion schedule that need to shown in the home of the course.

Table 3

Week	Topics	Due date
One:	Introduction	
	Literature review	
	Discussion 1	
	Chat 1	
Two:	Theory of teaching learning English for children	
	Discussion 2	
	Chat 2	
Three:	Students characteristics and elementary learners	
	Discussion 3	
	Assignment 1	
Four:	Teachers' characters for teaching children, language and culture and how to choose materials	
	Discussion 4	
	Chat 3	
Five:	Methods of teaching to children	
	Discussion 5	
	Assignment 2	
Six:	Evaluation	
	Discussion 6	
Seven:	Samples of test	
	Placement test	
	Chat 4	
Eight:	Final Test	

Suggestions for improving the introduction are needed to focus on the activities that need to attending by the participants. These suggestions are as followed:

1. You have to read all the materials before you try to participate on the discussion
2. You need to watch the whole videos since it will help you to understand the materials
3. You have to be active on the discussions
4. You are asking to participate in chatting to help you share ideas and getting ideas from your peer
5. You have to do the assignments during the MOOC
6. You have to do the final test and submit it on due date

Process of tutorial on MOOC

As stated on introduction participants have to be active on attending the eight-week MOOC course. During the eight-week, participants have to be active on discussion and share ideas and

opinions. There are about 614 participants on the first week of the MOOC and in last July it increased 654. The increasing participants are participating from the beginning of the course but they actually miss the real time discussion. While they send their ideas and opinions in first discussion their friends are move forward to the last discussion thus no one read or give a discussion on their participation. It means that they just participate without any communication even with the tutor since tutor has to go forward because of the time. This finding is needed to note for the decision makers since it would be difficult for tutor to give the mark for these participants. UT need to define some requirements on determining who should receive certificate of MOOC.

Participants on the discussion during the course are not more than 25% are active. The topic on each discussion is given based on the materials which are supported by videos, pictures and explanations. They are easy to undersand any of the topic of the discussion since tutor also supported them with some readings which are link to books or journals. Through a bit survey questions that tutor asked the participants about their comment on the materials “they are satisfied on learning the material because the explanations are simple and understandable. They add that the videos and a link readings are very helpful for them to understand”.

Tutor are also satisfied to read the participants role on discussions. They discuss the materials based on the readings and video. They can explain each of the topic of discussion based on their empirical experience. Even most of the participants are not teachers as Faculty of teachers training and education requirement to be the students of this Faculty, but they are having lot of experience of teaching their children or having fun with children on learning English. So, the discussions are conducting interesting between peers and tutors act as fasilitators as stated on the introduction. Thus, though the participants who participated only 25% of the total number of 654 but the discussion are fruitful for the active participants.

Process of Chat

Chat on this course is conducting twice. The participants of this chat are not many only about 5% of them are participated. The problems are the time alotment is not appropriate to them to participate. Chat conducted on 09.00 – 10.00 a.m. Most of the participants are busy with their own task or job.

The topics for chat are related to the materials which already explained and supported by videos and readings as well. Eventhough, only a little number of participants are participate but the chat is really well done and satisfied to whom participate. Survey showed that most of them have to do their own activities during the time alotment of chat.

Process of doing assignments

There are two assignments for the participants to finish during the course. About 65 participants are doing assignments. Some of the participants are trying to answer the questions of assignments by writing the drafts and they are not satisfied to submit. Some of the participants are submitted and the result are satisfied. The assignments are essay tests and participants who

submit their assignment are getting satisfied mark on it. Tutor always marked their assignment a day after the due date of submission.

Participants are satisfied when they received the feedback. Some of them are discussed between them. Some are asking to the tutor to make them understand the feedback and understand what are their problems on doing the assignment. The participants are eager to develop their understanding on the topic of the assignments.

Process of doing final test

Final test is given on a week before the eight-week of the course. Participants are done it and it closed on the due date 24 July 2014. It was only about 15% of the total number of participants who already submit their final test. Tutors still on going to mark it. There are no comment on the final test since there is no survey on it. Some participants did the final test gradually. First, they do two of the questions and on other day they try to answer the third question until they finish on the due date. Some try to answer it straight away and submit.

Some participants have already done the drafts of their answers on the final test but they do not satisfied to submit it. Tutor still try to read and giving mark to the participants drafts. According to the tutor actually the participants are understandable the questions but they do not submit it. Further action of tutor need to do in the future MOOC for encourage them to finish their final test and submit it.

Profile of participants

Demographic

Indonesia has seven big islands. The participants of MOOC are spread out on that islands. The big amount are from Java where the capital city of Indonesia is stated. The others are from the other island including the participants from abroad. This data showed that participants are involved the Indonesia archipelago. Not only Indonesian but also people from abroad are participate on UT MOOC.

Table 3

Islands	Number	Cities
Java	356	36
Kalimantan	27	8
Sumatera	47	11
Papua	2	1
Ambon	2	1
Kupang	1	1
Denpasar	4	1
Australia	1	1
Hong Kong	7	3
Arab	1	1

Backgrounds of Occupation

Table 5

Occupation	Numbers
Students	57
Officer	39
Teachers	41
Housewives	17

The above data we get from the Introduction Forum. The participants who are students in university are not studied at English Department but they are study as matemathician, marine, informatic, and Primary school Teachers. Participants who are teachers are also not all of them English teachers but they are Mathematic teacher at Secondary school, Primary school, Microbiology teacher in High school, teacher in kindergarten and others. Some of the participants are housewives. According to them that they want to attend MOOC of English for children because they want to know the theory of teaching English for their children. Some of them have their own experience on teaching English to their children and they found that attending UT MOOC they got new knowledge, experience and they got information from their friends in MOOC about how they already teach their children or grandchildren.

Conclusion

The exploration of this paper is about MOOC in Universitas Terbuka. Participants who participate on the English course through MOOC are huge about 654. This number is about triple of the Tutorial Online participants of English course. Arranging the materials and all activities on MOOC is better to put on a special schedule or calender. Tutor needs to reschedule the time for Chatting since they are very busy in the morning. Tutor needs to arrange the forum by participate on it, thus the participants will get feedback or enrich by their tutor opinions and ideas. The participants of MOOC are varies of their background and jobs thus the discussions are enlarge and scope are most focused on their experinces. They feel that they find a very good experience while attending MOOC. UT needs to redesign and rearrange the MOOC programs for the future.

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