



SELF-REGULATED LEARNING FAILURE FOR NON-COMPLETION IN MOOC COURSES

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Abstract

Self-regulated learning falls behind often in online learning. A self-regulated learner uses metacognitive, motivational, and behavioral processes to achieve a specific learning and performance goal (Zimmerman, 2008; Zimmerman, 2011). Massive Open Online Courses (MOOCs) allow learning to take place anytime and anywhere with little external monitoring by teachers. Characteristically, highly diverse groups of learners enrolled in MOOCs are required to make decisions related to their own learning activities to achieve academic success. The present study is on the non-completion of MOOC by learners and the Gender-based difference in MOOC course

Keywords: MOOC, Self-Regulated Learning

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1. Introduction

Self-regulated learning falls behind often in online learning. A self-regulated learner **uses metacognitive, motivational, and behavioral processes to achieve a specific learning and performance goal** (Zimmerman, 2008; Zimmerman, 2011). Some of the processes include goal setting, metacognitive monitoring, help-seeking, and self-evaluation. The main types of strategies that have emerged from previous studies include asking students to consider how they learn online, providing pacing support, monitoring engagement, and supporting families.

Massive Open Online Courses (MOOCs) allow learning to take place anytime and anywhere with little external monitoring by teachers. Characteristically, highly diverse groups of learners enrolled in MOOCs are required to make decisions related to their own learning activities to achieve academic success. Therefore, it is considered important to support self-regulated learning (SRL) strategies and adapt to relevant human factors (e.g., gender, cognitive abilities, prior knowledge).

2. Review of Literature

Prior studies showed that learners struggle in online learning environments because they do not use critical self-regulated learning (SRL) strategies (Azevedo, 2005). Research also identified SRL processes as enabling learners to successfully learn in online environments (Winters, Greene, & Costich, 2008).

failing to complete a course of study or class—takes a sledgehammer to each of these justifications for online learning. Though exact figures are unknown, attrition rates in online learning can be twice as high as in traditional face-to-face learning formats (Levy, 2007). Indeed, some research suggests that attrition rates in online courses hover around 40-60% (Burns, 2013). In Massively Open Online Courses (MOOCs), which are typically self-paced, attrition rates can (and often do) exceed 90% (Burns, 2016). This high rate of attrition undermines the quality, effectiveness, validity, and cost-effectiveness of online education. Indeed, it “undermines the very rationale for online learning and calls into question whether



it is even worth the investment” (Burns, 2011, p. 195).

Kizilcec et al.’s (2016) study was the only study found to investigate the effect of prompting in a MOOC setting. Learners enrolled in a MOOC were recommended SRL strategies in a pre-course survey. They had to rate the usefulness of each recommended strategy and write a suggestion for other learners to use the strategies. Despite a large number of participating learners (N = 653), the SRL tips had no effect on a wide range of measures, including the number of lectures viewed, assessments passed, and active days in the course.

3. Objectives

- To know the causes of leaving MOOC courses among learners
- To know gender differences in non-completion of MOOC courses

4. Methodology

The method used was the normative survey method. A stratified random sampling technique was used.

The sample consisted of 60 children who took MOOC courses at the university level

The stratification is based on gender.

5. Tools used

Questionnaire for online MOOC learners

6. ANALYSIS AND INTERPRETATION:

Objective I

To know the causes of leaving MOOC courses among learners

The researcher asked several questions to learners who left MOOC courses without completing it. Some of the questions when analyzed,

The researcher found that most of the children often choose courses from their own subjects (92%) as the curriculum insists to complete MOOC while 8% chose courses from other subjects

On the question of liking MOOC courses (93%) of children who could not complete MOOC said that they did not like these courses at all.

The researcher also found that children lost interest in MOOC course (96%) which led to the non-completion of the course.

When asked about assignments children 78% found the assignment to be submitted from phone to be very difficult due to data connectivity issues. Thus this led to the non-completion of MOOC courses.

The students had to study themselves in Self-regulated learning unlike in a normal classroom this also led to the non-completion of the course for all children taken for the survey who did not complete the course.

On do you require MOOC for your future learning development 72% of children told that MOOC courses are boring and not needed for their future. The self-regulation to complete MOOC is found to be absent in children who have not completed the MOOC courses.



Objectives 2:

To know gender difference in non-completion of MOOC courses

The sample wereanalyzed for t-testtp k now the difference in gender in relation to MOOC courses completion.

Table1: Comparison of Male female MOOC completion

Gender	mean	SD	P value
Male 30	13.2	5.6	
Female 30	13.7	7.2	

On considering Male-female differences in MOOC Course completion. The two-tailed P value obtained is 0.7651 this difference is considered to be not statistically significant. Hence the male and female learners do not differ in their completion of MOOC. i.e., irrespective of gender MOOC course goes uncompleted

7. Conclusion

The study proves that self-regulated learning is a failure in terms of MOOCs once the student loses his interest in the course. The study also proves that irrespective of gender MOOC courses are not completed there is no gender role in the completion of MOOC. Every child when joining MOOC believes to complete the course but never does it fully.

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