Learning in MOOCs: A Comparison Study

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Abstract

Massive Open Online Courses (MOOCs) have emerged as a significant environment for online learning, yet little is known about how people actually learn in a MOOC. The study brings together qualitative data from parallel studies in two different MOOCs, comparing learning strategies of people who self-report low and high levels of Self-Regulated Learning (SRL) skills. This comparative study identifies commonalities and differences in learning patterns between these two learner groups and across the two courses. The study draws comparisons in goal-setting, self efficacy, and the selection of learning and task strategies. The study concludes that differences in the learning strategies of learners in each of the MOOCs may be influenced by different course design.

Keywords

Self-regulated learning, SRL, self efficacy, help-seeking, task strategies