IJCRT.ORG ISSN : 2320-2882

INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

Moocs Awareness Among Prospective Teachers

Mrs. Rupanshi Jha*
*Assistant Professor
Department of Education,
BIMT College, Meerut, India

Abstract: This research study aims to determine the level of awareness regarding MOOCs(Massive Open Online Courses) among prospective teachers of two-year B. Ed. teacher trainees in the Meerut district of Uttar Pradesh as Higher education institutions (HEIs) are recommended by the University Grants Commission (UGC) of India to offer 20% of their program curriculum through MOOCs that are credit-based and accessible through the SWAYAM portal .The study employs a descriptive research design, with 213 prospective teachers selected as a sample using a stratified random sampling technique. Data were collected using a "MOOCs awareness questionnaire," and data analysis was done using inferential statistics. The findings indicate that there is moderate level of awareness among prospective teachers regarding their gender, locality, year of course and type of college.

Keywords: MOOCs awareness, Prospective teachers, Learning , technology, Private and Government Colleges.

I. INTRODUCTION

Education is usually considered a systematic learning process that provides pleasant experiences. It is the continuous process of individual development of skills, knowledge, and thoughts that improves individual development. John Dewey mentioned that education is the reorientation or re-entry of experience that improves knowledge, experience, and abilities. Education begins at birth and ends at death, and school is not the only institution providing education. Although schools have a greater influence on child education, other social institutions such as families, religions, the press, radio, libraries, cinemas, and television are supporting their work. The modernization also affects the education system. In recent decades, knowledge has experienced a great explosion. The changes resulting from their impact are broadly described as modernization. The Indian Educational Commission (1964–1966) observed that education must serve as an “important tool for social, economic, and cultural transformation required for the achievement of national objectives.".

A "education exploration" is required right now because of the population boom that occurs in industrialized nations along with the knowledge explosion. Many of these issues can be solved with the aid of technology. The development of educational technology aims to do more than just increasing access to education while also raising the standards of existing educational institutions. The open classroom, free schools, open education, and learning for mastery of Bloom are some more recent educational ideas that seem promising and simultaneously perplexing. Technology radically alters how we teach and learn, and its influence on education is growing. Several universities and institutions offer free open online learning. India is one of the countries where students can take Because of the advancement of information and communication technology, the concept of a massive open online course (MOOC) has evolved in 2008 by Dave Cormier. It is simple and available to all types of students, and it has radically changed how people teach and learn. Here are meaning of MOOCs;-

Massive- because of a large number of participants

Open-because it is totally open in area, fees, timing and even in examinations. Without any formality or restrictions .

Online- because it is available digitally.

Course-because it is around a topic which have course material with facilitators.

Students today are interested in learning via online resources, making MOOCs the ideal platform for them. The MOOC concept first surfaced in 2008, and it has since grown and transformed really well-liked. The MOOC model for digital practice responds to the "Building Digital Skills for Tomorrow" (Cormier,2010). Learners who participate in MOOCs enjoy active learning without any formality or any fees. Even there is no prerequisites other than internet access, not any special predefined expectations for candidates.
The various MOOCs aspects that make it popular with various types of students are as -

- When a significant number of students will be using the classroom's materials, there are students with varying abilities, and the guidelines outline when theircharacteristics that are tied to traditional teaching approaches cannot applied.
- Online Courses. Lessons are broken up into smaller chunks, with connections between the various parts.
- MOOCs are created by teachers and are excellently open examinations.
- Online forums are designed to encourage participation from students for their effective knowledge and experience exchange.
- Multiple-choice questions make up the majority of the evaluation.
  Because of this, this study was conducted on two-year B.Ed. teacher trainees as prospective teachers to find their awareness of MOOCs in relation to their gender, location, course year, and college type.

1.1 OBJECTIVES OF THE STUDY

Objectives of this study are –

1. To find out the MOOCs awareness level among prospective teachers.
2. To compare MOOCs awareness between male and female prospective teachers.
3. To compare MOOCs awareness between rural and urban prospective teachers.
4. To compare MOOCs awareness between 1st year and 2nd year prospective teachers.
5. To compare MOOCs awareness between government colleges prospective teacher and self-financed prospective teachers.

1.2 HYPOTHESIS OF THE STUDY

1. There is no adequate awareness towards MOOCs among prospective teachers.
2. There is no significant difference between male and female prospective teachers.
3. There is no significant difference between rural and urban prospective teachers.
4. There is no significant difference between 1st year and 2nd year prospective teachers.
5. There is no significant difference between government colleges prospective teachers and self-financed prospective teachers.

II. METHODOLOGY OF THE STUDY

An explanation of the methods for data collecting, instrument utilization, data gathering procedures , and statistical methodologies for data analysis is provided by a research design. There is a survey component to this study. Therefore, the paper follows a descriptive research methodology. As quoted by F.L. Whitney, "The descriptive method of research is fact-finding with interpretation" (Whitney, 1956). All pupil teachers who enrolled in B.Ed. two year program is the population for this study. This study has been

applied on 213 prospective teachers selected by stratified random sampling technique from eight teacher education colleges. The data collected by the help of "MOOCs Awareness Test" developed by the researcher in absence of appropriate tool. Split-half method applied and calculated reliability is 0.61 with 0.78 validity. The data analysis procedure used mean, SD and t-test as statistical techniques

2.1 DATA ANALYSIS AND INTERPRETATION

Table-1

Levels of MOOCs awareness among B.Ed. teacher trainees as prospective teachers is presented in table -1

Awareness levels	Number	Percentage
High level	35	16.44%
Moderate level	129	60.56%
Low level	49	23%

The data from above table shows that the majority of the prospective teachers with 60.56% belongs to moderate level of MOOCs awareness.Thus the null hypothesis, there is no adequate awareness towards MOOCs among prospective teachers is rejected.

Table -2

The difference of MOOCs awareness level between male and female prospective teacher

Variables	Number(N)	Mean	SD	Df	t-value	Level of significance
Male	87	15.85	4.78	*211*	0.57	**.05***
Female	126	16.21	4.18			

*Not significant at 0.05(1.98) level

The data from above table shows that the mean and SD of MOOCs awareness of male prospective teachers are 15.85 and 4.78 while the mean and SD of MOOCs awareness of female prospective teachers are 16.21 and 4.18 respectively. The degree of freedom and t-value of male and female prospective teachers are 211 and 0.57. the calculated t-value 0.57 is less than the tabulated t- value 1.98 at 0.05 significant level, which means it is not significant. Hence the null hypothesis, there is no significant difference between male and female prospective teachers is accepted.

Table-3

The difference of MOOCs awareness level between rural and urban prospective teacher

Variables	Number(N)	Mean	SD	Df	t-value	Level of significance
Rural	69	14.18	5.53	211	4.38	**.01***
Urban	144	17.42	3.88			

* significant at0.01(2.58) level

The data from above table shows that the mean and SD of MOOCs awareness of Rural prospective teachers are 14.18 and 5.53 while the mean and SD of MOOCs awareness of Urban prospective teachers are 17.42 and 3.88 respectively. The degree of freedom and t-value of Urban and Rural prospective teachers are 211 and 4.38. the calculated t-value 4.38 is morethan the tabulated t- value 2.58 at 0.01 significant level, which means it is significant. Hence the null hypothesis, there is no significant difference between male and female prospective teachers is rejected.

Table-4

The difference of MOOCs Awareness level between 1st year and 2nd year prospective teachers

Variables	Number(N)	mean	SD	Df	t-value	Level of significance
1st year	109	18.48	3.01	211	4.78	**.01***
2nd year	104	16.09	4.22			

*Significant at 0.01(2.58) level

The data from above table shows that the mean and SD of MOOCs awareness of 1st year prospective teachers are 18.48 and 3.01 while the mean and SD of MOOCs awareness of 2nd year prospective teachers are 16.09 and 4.22 respectively. The degree of freedom and t-value of 1st year and 2nd year prospective teachers are 211 and 4.78. the calculated t-value 4.78 is morethan the tabulated t- value 2.58 at 0.01 significant level, which means it is significant. Hence the null hypothesis, there is no significant difference between 1st year and 2nd year prospective teachers is rejected.

Table-5

The difference of MOOCs Awareness level between 1st year and 2nd year prospective teachers

Variables	Number(N)	mean	SD	Df	t-value	Level of significance
Government college	98	16.72	4.09	211	3.19	**0.01***
Self-financed college	115	14.63	5.46			

*Significant at 0.01(2.58) level

The data from above table shows that the mean and SD of MOOCs awareness of government college's prospective teachers are 16.72 and 4.09 while the mean and SD of MOOCs awareness of self-financed college's prospective teachers are 14.63 and 5.46 respectively. The degree of freedom and t-value of government and self-financed prospective teachers are 211 and 3.19. the calculated t-value 3.19 is morethan the tabulated t- value 2.58 at 0.01 significant level, which means it is significant. Hence the null hypothesis, there is no significant difference between government college's and self-financed college's prospective teachers is rejected.

Findings:

- 60.56% prospective teachers having moderate level of awareness towards MOOCs while 23% and 16.44% prospective teachers are having high level and low level of awareness towards MOOCs respectively.
- There is no significant difference between male and female prospective teachers regarding MOOCs awareness.
- There is significant difference between urban and rural prospective teachers regarding MOOCs awareness.
- There is significant difference between 1t year and 2nd year prospective teachers regarding MOOCs awareness.
- There is significant difference between government and self-financed college's prospective teachers regarding MOOCs awareness.

Conclusion:

The current study examined prospective instructors' awareness about MOOCs in the Meerut area of Uttar Pradesh. The study aims to compare potential teachers' awareness of MOOCs based on their gender, location, course year, and type of college. A researcher-made tool called the "MOOCs awareness Test" is used to pick 213 prospective teachers for the purpose of gathering the necessary data in order to meet this objective. Mean, SD, and the t-test were employed in the data analysis. Following analysis, every null hypothesis was rejected with the exception of the second, which shows that there is no difference in prospective instructors' awareness of MOOCs based on gender but a substantial difference based on location, course year, and type of college.Additionally, it is discovered that prospective teachers who identify as female, live in cities, are first-year students, attend government colleges, and have greater awareness of MOOCs than prospective teachers who identify as rural, are second-year students, or are self-financed.

References:

1. Siemens,G.et.al(2015).what Public Media Reveals about MOOCs: A systematic analysis of new reports, British journal of Education Technology, 46(3), 510-527.
2. Cormier,D.&Stewart,B.E.(2010).Life in the open: 21st century learning &teaching.,Atlantic Universities Teaching showcase ,24,24-31.
3. Roy, A. & Barman, P.(2021). MOOCs : a new means of higher learning, International journal for research in applied science & engineering technology,1787-1789.
4. Shivkumar,R.(2019).Awareness of MOOCs-SWAYAM among student teachers,Sanshodhan chetana,8(1),62-68.
5. Kundu, A. & Bej, T.(2020). Perceptions of MOOCs among Indian State University Students and Teachers, Journal of Applied Research in Higher Education, 12(5), 1095-1115.
6. Rusli,R.& Et.al(2019). Learners Awareness Towards the use of MOOCs in Teaching and Learning, Creative Education, 10(12), 3012-3019.
7. Ambadkar,R.S.(2020).E-Learning Through SWAYAM- MOOCs Awareness and Motivation Among Commerce Students, International journal of scientific & technology research, 9(2), 3529-3538.
8. Mishra,P.(2018). MOOCs for Teacher Professional Development: Reflections and suggested actions, Open Praxis, 10(1),67-77
9. Singh,A.&Kakkar,K.B.(2022).Program Inclusive, credit-Based SWAYAM MOOCs in Higher Educational Institutions of India;A review, The online journal of distance education and e-learning, 10(4),529-536