



ABSTRACT

How about increasing the student-student interaction in a MOOC to provide a more satisfying educational experience?

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In this study, we investigated if students are likely to achieve different levels of satisfaction depending on the interaction intensity (student-student, student-content, or student-teacher interaction) in a MOOC.

Four MOOC with different course designs were selected to be compared, two which had the course design mainly focused in the interaction student-content, and the other two which were focused in the student-content and student-student interactions. At the end of the MOOC students were asked to fill a survey where, among other questions, their satisfaction was evaluated.

The participants' results showed significant differences in their perceived satisfaction in only one of the courses. The MOOC where we could find these differences had a course design based on student-content and student-student interactions. The perceived satisfaction in this course was lower when compared with the other three MOOC.

The factors which might influence satisfaction are quite broaden; the fact we have three MOOC with different course designs and the level of perceived satisfaction is similar, could lead us to conclude that trying to add more interaction inside a course does not lead to higher satisfaction. The MOOC where we found lower satisfaction, when compared with the others, might have characteristics which participants do not appreciate, despite the fact of having a course design where they have higher level of student-student interaction. More research is needed to understand if adding more intensity in the different types of interaction has an effect in MOOC participants' perceived satisfaction.

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