

## **DIVERGENT PERCEPTIONS FROM MOOC DESIGNERS AND LEARNERS ON INTERACTION AND LEARNING EXPERIENCE: FINDINGS FROM THE GLOBAL MOOQ SURVEY**

*António Moreira Teixeira, Maria do Carmo Teixeira Pinto, Universidade Aberta, Portugal, Christian M. Stracke, Open University of the Netherlands, Netherlands, Achilles Kameas, Bill Vassiliadis, Hellenic Open University, Cleo Sgouropoulou, National Quality Infrastructure System, Greece*

---

In face of today's complex societal challenges, education systems worldwide have been facing the need for introducing major changes. As a consequence of this transformation process, there is a new awareness of the potential and impact of Open (Online) Education, particularly amongst the higher education sector. One of the drivers for this transition is the phenomenon of Massive Open Online Courses (MOOCs). The unprecedented and rapid popularity of MOOCs in the last years has led to an increasing global debate about their quality, involving researchers, practitioners, institutional leaders and learners. To address the quality issues involved in the discussion, the Massive Online Open Education Quality (MOOQ) project was initiated as the European Alliance for the Quality of MOOCs. It is a 3-year project funded by the European Union under the ERASMUS+ call. MOOQ is directly relevant to several key aspects of the 2011 EU Modernization Agenda.

Typically, the drop-out rates has been a critical indicator for measuring quality of the learning experience. In MOOC settings, evidence indicates they are consistently very low and often below 10 %. Therefore, the demand for rebooting the design of MOOCs and their research and quality gained increasing attention and new research agenda have been claimed in literature. However, this discussion of low quality MOOCs is mainly based on an improper use of drop-out rates as a formal evaluation measure of face-to-face education. This is problematic as MOOCs engender mostly non-formal learning experiences. Thus, alternative evaluation measures have been proposed for MOOCs to better address learners and their personal intentions and goals in learning with MOOCs. To focus on the quality issue, the development of a Quality Reference Framework (QRF) for MOOCs was envisaged and started within the MOOQ project.

Based on a literature review and analysis of existing quality approaches and indicators for MOOCs, the Global MOOC Quality Survey was designed and conducted ( $n = 267$ ). The research used as reference the process model of EN ISO/IEC 19796-1. This is based on the generic process model that is divided into seven process categories containing in total 38 processes. However, for the MOOQ objectives the first two categories were merged, giving way to only six process categories. The MOOQ quality reference process model consists therefore of three pillars which represent the main aspects involved in the production and delivery of MOOCs, each subdivided in 34 dimensions and respective descriptors.

The survey was developed for three target groups: learners, designers and facilitators of MOOCs. Final objective is the development of the Quality Reference Framework (QRF) with quality indicators and tools in close collaboration with all interested stakeholders worldwide.

In this paper, we present the first results from the Global MOOC Quality Survey (Stracke et al., 2018) relating to the overall experiences with MOOCs and their offered four interaction types: learner-facilitator (LF), learner-resource (LR), learner-learner (LL) and group-group (GG). We have found there was a very high significant relationship ( $p < .001$ ) between the learners' MOOC experience and the three interaction types LF, LR and LL. Similarly, there was also a significant relationship ( $p = .026$ ) for the fourth interaction type GG. However, contrary to these findings there was not a significant relationship between the designers' MOOC experience and all four interaction types.

Comparing the different perspectives of learners and designers, our analysis presents significant differences in MOOC learners' and designers' intentions and experiences. The correlation differences of the MOOC learners and designers on the interaction in MOOCs are significantly very high. We attribute this to the gap between MOOC designers' and MOOC learners' perspectives on interaction in MOOCs. MOOC designers do not seem to understand very well the needs and demands of MOOC learners. Hence, it can be questioned whether MOOC designers are currently understanding and meeting the interests and demands of the MOOC learners.