

## ROLE OF TEACHER IN MASSIVE OPEN ONLINE COURSES (MOOCS)

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### **ABSTRACT**

*This paper discusses about the learning environment in transition and need for coping up new learning technologies. It tells us about the need to encourage the development of pupils' creative and innovative potential in the digital world. The paper explains how the 'Massive Open Online Courses (MOOCs)' facilitates higher education and lifelong learning in digital and online environment. The paper begins by describing types of MOOCs and then explains MOOC's implementation and role of teachers. The features and function of MOOC in various institutions results in an holistic approach and contributes for the achievement of learning objectives. This paper concluded that creating an educational experience in MOOC, the social presence, cognitive presence and teacher presence is engagement with participants, content and re-goals or direction for supporting discourse, setting goals and regulating learning through educational contexts, communication medium, applications and discipline standards.*

**KEYWORDS:** *MOOC, Swayam Mooc, Holistic Approach Connectivism, Constructivism, Social, Cognitive and Teacher Presence*

### **INTRODUCTION**

#### **Role of Teacher in Massive Open Online Courses (MOOCs)**

In recent days our expectation from the university should extend its students horizon towards digital education through new technology, communication mediums, electronic mediums and devices. For this learners and teachers are encouraged to register Massive Open Online Course. Massive Open Online Course is a system which frees scholastic courses using web as the medium. Candidates should enrolled in MOOCs get to learn an overabundance of courses and skills. So Massive Open Online Course is the holistic approach for higher education.

#### **Massive Open Online Courses (MOOCs)**

Massive Open Online Courses (MOOCs) are free online courses for anyone which is available to enroll. MOOCs provide an affordable and flexible way to learn new skills, advance our career and deliver quality educational experiences at scale. In addition to traditional course materials such as filmed lectures, readings, and problem sets, many MOOCs will gives us the interactive courses with user forums to support community interactions among students, professors, and Teaching Assistants as well as immediate feedback to quick quizzes and assignments. MOOCs are a recent and widely researched development in distance education which were first introduced in 2006 and emerged as a popular mode of learning in 2020.

IGNOU is one of the esteemed institutions offering distance education courses, has launched free Massive Open Online Courses (MOOC). IGNOU has been given the channels of 'Swayam' and 'Swayamprabha' by Ministry for Human

Resource Development (MHRD) with the purpose of bringing transformation in the countries higher education. Under the 'Swayamprabha' there are 32 direct-to-home (DTH) educational channels with an intention of broadcasting educational programmes for the students of schools and Universities. The content of the programmes broadcasted on these channels is mainly prepared by IIT professors and subject matter experts.

SWAYAM MOOCs platform is World's Largest Online Free E-Learning Platform. It is an ambitious upcoming MOOC platform by the Indian government. Under SWAYAM, professors of centrally-funded institutions in India-such as Indian Institutes of Technology (IITs), Indian Institutes of Management (IIMs), and central universities-will offer online courses to citizens of India.

### MOOC-A Holistic Approach

Massive Open Online Courses (MOOCs) provide education to number of learners with complete knowledge transformation. As shown in the following figure, MOOC is considered as a holistic approach of learning in higher education because of its advantages such as

Figure 1 shows the MOOC (Massive Open Online Course) is now familiar and recognized, in the field of education. MOOCs are open and free to anyone, anywhere in the world, regardless of the age or qualifications of the participant. The pure form of MOOCs does not provide a syllabus or learning objectives, student learning assessment, or degree or credits for participants. Facilitators provide access to online resources and sometimes pre-recordings by expert speakers, but participants are responsible for using this as a jumping off place for creating their own networks and content. Online collaboration systems are available for weekly sessions and a daily newsletter merge individual information from participants to create a network of knowledge. Blogs and Twitter are also used by participants, who sometimes go outside the discussion environment set up by the facilitators to create their own face-book groups. Students learn by interacting with each other and with the knowledge they gather and share with others.

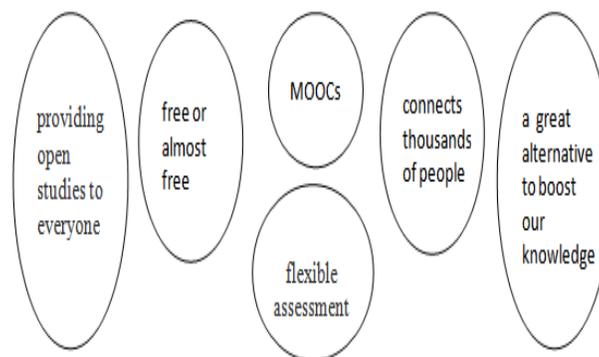


Figure 1

### Role of Teacher

In MOOC, the teacher's role is very important. According to learning theories constructivism and connectivism plays important role in learning. MOOCs have both the principles in it. Therefore teachers utilize various types of techniques.. This type of MOOC is mostly unstructured, with the learners themselves creating a structure as they share and build knowledge and connections. MOOCs that use the connectives model are called cMOOCs. cMOOCs are often not

connected to a particular university and are free and open to registration by anyone who cares to participate. Because they are built around connective practices, this type of MOOC is referred to as cMOOC.

The second major category of MOOCs is the xMOOC, which is a type of mass enrollment course offered by major universities that is structured and features pre-taped lectures, a pre-defined body of topics to be covered, online quizzes, and other online assignments. xMOOCs are institution-driven, content-based, and behaviorist in that they focus on knowledge acquisition through repetition and testing. In x-MOOCs, the courses have weekly lectures, weekly quizzes with prompt feedback, and some peer-reviewed assignments.

- According to Sinnott-Armstrong (2012) describes a 10-step process (x Moocs) for the development of a course, which, along general lines, implies the prior effort of teachers to focus on preparing a syllabus, explicitly identifying the topics to be dealt with, and planning the time required to cover them. Inputs include detailed scripting, the set-up of audiovisual equipment and hardware, recording, editing and enhancement. Permissions, quizzes, uploads, monitoring and in-course modification also add to the teacher's workload.
- In MOOCs, the teacher's goal is to facilitate learners in self-directed knowledge.
- Teachers are involved in aggregating, accurating, amplifying, modelling, and persistently present in coaching or mentoring.
- The facilitator also needs to be dynamic and change throughout the course, whenever and however it is needed.
- The facilitators should be active in providing resources.
- Facilitator can to create their own face-book groups for outside discussion with learners.
- Just-in-time interactions on Twitter made feel more connected to other participants.
- Teachers have different strategies have far-reaching implications as they have a direct m impact on key elements of organizations, such as the funding model, the policy of recruitment, strategic alliances between entities or the course production system.
- Teachers are made available course materials/activities to students through Google, Face book, Twitter, wikis, blogs, and social bookmarking tools.
- Teachers are encouraged the students to choose and use the online tools they preferred and to network with each other.

## CONCLUSIONS

A MOOC should ideally include social presence and cognitive presence, functioning as a place where people can access and interact with resources and one another. The pure form of MOOCs does not provide a syllabus or learning objectives, student learning assessment, or degree or credits for participants. Facilitators only provide access to online resources. Creating educational experiences in MOOC, setting goals and regulating learning through educational contexts, communication medium, applications and discipline standards are being guided by the teachers. This shows the role of teachers is highly imperative in Massive Open Online Courses to enhance the holistic approach in higher education.

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