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RESEARCH ARTICLE

A STUDY ON LEARNER'S ENGAGEMENT IN LEARNING ONLINE COURSES

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ABSTRACT

Online and distance education refers to learning with the help of the internet and a computer. SWAYAM and other MOOC platforms are providing a very good opportunity for young learners throughout the world. The researcher has made an attempt to look into learner engagement in learning through these platforms. The study is of descriptive survey cum ex-post-facto in nature. Students pursuing Post graduation from different departments of Rani Channamma University, Belagavi, who are enrolled and completed the online courses in different subjects are treated as the population of the study. A convenient sampling technique is adopted for the study. The questionnaire used a five-point Likert- scale. 30 close-ended items have been selected to understand the learning experiences of the students towards the learner's engagement in online learning. The findings reveal that online courses can incorporate Quality, Affordability, Scalability, Inclusion, and Employability in the Indian Educational Society. Indian MOOCs may also have subject topics that have not been explored yet, such as Classical Indian Music, Indian History, Yoga, etc. They can also be used to provide high-quality education to remote parts with subjects that require intensive graphics and visual illustrations.

INTRODUCTION

Online learning refers to learning with the help of the internet and a computer. Broadly the mode of online learning can be categorized under distance education. Distance education is an educational program where learners complete all or a part of the educational program in a geographical location apart from the institution hosting program. In online education, both facilitator and the learner reside in different locations, and this mode of learning does not require a physical classroom, while the internet and a computer facilitate the teaching and learning process.

Evolution of Online/ Distance Learning: The field of distance education has been evolved with the three models. The first two models of distance education focus on transmission of educational contents through postal service and the second model through media including radio and television. However, both the models of distance education just transferred the content from the sender to receive leaving no provision for the receiver to do anything except performing the course assessments. While the third model introduced provision of computer conferencing, leading to a major change in the basic structure of distance education. The technological revolution in the field of distance education facilitates two-way communication between the facilitators and learners. Thus, the shift from one-way communication to two-way communications remains the focus of modern distance education.

REVIEW OF LITERATURE

Elke Hofler and Claudia Zimmermann, (2017) study found that MOOCs are boasting considerable participant numbers, but also

suffer from declining participant activity and low completion rates. Andrew W. Cole & C. Erik Timmerman, (2015) examine current college students' understandings of MOOCs. The data reveals a pattern of student perceptions that MOOCs can contribute to lifelong learning but are inferior to traditional "for credit" college courses. Michele T. Cole, Daniel J. Shelley, and Louis B. Swart (2014) in their study found that online instruction was moderately satisfactory, with hybrid or partially online courses rated as somewhat more satisfactory than fully online courses. Chiranjit Majumder (2019) learning through SWAYAM, is a very good initiative that was started by the Government of India and it will be more beneficial for future generations. Maharaj's (2018) study reveals the role of e- PG path Shala in the development of e-learning and increased global access to learning.

Need and Importance of the Study: Online education is also expanding and is projected to have enormous potential in India and other countries across the world. The mixed learning approach will be used to investigate learner behaviour in the field of online learning. The purpose of this study is to investigate the demographic, course-related, and motivating elements that influence learner engagement and the acquisition of higher perceived learning in online education. As a result, the study's goal is to examine the factors, which are divided into three categories, and determine their impact on leading cognitive, emotional, and behavioural involvement, as well as learning. The student's learning experiences are evaluated across three domains: cognitive, affective, and psychomotor. Students who have completed at least one online course using the SWAYAM and other online platforms are considered the study's target respondents.

Statement of the Problem: A Study on Learner's Engagement in Learning Online Courses

Objectives of the Study

- To explore the learner's engagement in learning online courses.
- To find out the knowledge and skills gained through the courses.
- To explore the learning outcomes and the problems faced while pursuing online courses.

Hypothesis: There is no significant difference among one, two, three, and more than three SWAYAM or online courses completed students' opinion with respect to SWAYAM or online platform and its dimensions namely

- Opinion on Use of Online Courses
- Opinion on Learning Resources Aspects
- Opinion on the Technological Aspects
- Learner's Engagement in Learning the Course
- Opinion on the Knowledge and Skills gained through the Course

Methods and Procedures of the Study: The study is of descriptive survey cum ex-post-facto in nature. Students pursuing Post graduation from different departments of Rani Channamma University, Belagavi are treated as the population of the study, who are enrolled and completed the online courses in different subjects are included in the study. A convenient sampling technique is adopted for the study. A total of five hundred students who are pursuing regular PG courses and enrolled in the SWAYAM and other online portal are selected as samples. Data is collected using a self-designed questionnaire with demographic details. The questionnaire used a five-point Likert-scale. 30 close-ended items have been selected to understand the learning experiences of the students towards the learner's engagement in online learning.

Variables of the Study: In the present study online courses offered under SWAYAM and other MOOC courses are considered as independent variable, whereas the learning experiences of PG students enrolled in different online courses are considered as the dependent variables. Gender, Locality, and Medium of Instruction are treated as moderator variables.

Tools Used in the Study: The self-constructed tool on "Learning Experiences of Students Enrolled in online courses.

The above comparison and p values indicate that one and three MOOCs/SWAYAM course attended students ($p < .05$) and three and more than three MOOCs/SWAYAM course attended students ($p < .05$) differ significantly with respect opinion on MOOCs/SWAYAM platform. Whereas one and Two MOOCs/SWAYAM course attended students ($p > .05$), One and More than three MOOCs/SWAYAM course attended students ($p > .05$), Two and Three MOOCs/SWAYAM course attended students ($p > .05$), and two and more than three MOOCs/SWAYAM course attended students ($p > .05$) not differ significantly with respect to with respect opinion on MOOCs/SWAYAM platform. The above comparison and p values indicate One and Two MOOCs/SWAYAM course attended student ($p > .05$), One and Three MOOCs/SWAYAM course attended student ($p > .05$), One and More than three MOOCs/SWAYAM course attended student ($p > .05$), Two and Three MOOCs/SWAYAM course attended student ($p > .05$), Two and More than three MOOCs/SWAYAM course attended student ($p > .05$), Three and More than three MOOCs/SWAYAM course attended student ($p > .05$), Three and More than three MOOCs/SWAYAM course attended student ($p > .05$) differ significantly with respect to Opinion on Use of Online Courses. The above comparison and p values indicate One and Two MOOCs/SWAYAM course attended student ($p > .05$), One and Three MOOCs/SWAYAM course attended student ($p > .05$), One and More than three MOOCs/SWAYAM course attended student ($p > .05$), Two and Three MOOCs/SWAYAM course attended student ($p > .05$), Two and More than three MOOCs/SWAYAM course attended student ($p > .05$), Three and More than three MOOCs/SWAYAM course attended student ($p > .05$) differ significantly with respect to Opinion on Learning Resources Aspects.

The above comparison and p values indicate One and Two MOOCs/SWAYAM course attended student ($p > .05$), One and Three MOOCs/SWAYAM course attended student ($p > .05$), One and More than three MOOCs/SWAYAM course attended student ($p > .05$), Two and Three MOOCs/SWAYAM course attended student ($p > .05$), Two and More than three MOOCs/SWAYAM course attended student ($p > .05$), Three and More than three MOOCs/SWAYAM course attended student ($p > .05$) differ significantly with respect to Opinion on the Technological Aspects. The above comparison and p values indicate that One and Three MOOCs/SWAYAM course attended student ($p < .05$), Two and Three MOOCs/SWAYAM course attended students ($p < .05$), and Three and More than three MOOCs/SWAYAM courses attended students ($p < .05$) differ significantly with respect opinion on Learner's Engagement in Learning the Course.

Results of Post hoc test with respect to opinion on MOOCs/SWAYAM platform

No. of MOOCs Enrolled/ Completed	N	Mean	SD	MOOCs/SWAYAM Course Completed		
				Two	Three	More than three
One	398	115.4422	14.45101	.994 ($p > .05$)	.025 ($p < .05$)	.948 ($p > .05$)
Two	46	114.8043	23.99594		.057 ($p > .05$)	.969 ($p > .05$)
Three	8	99.0000	49.17607			.029 ($p < .05$)
More than three	48	116.3333	11.48789			

Results of Post hoc test with respect to Opinion on Use of Online Courses

No. of MOOCs Enrolled/ Completed	N	Mean	SD	MOOCs/SWAYAM Course Completed		
				Two	Three	More than three
One	398	23.8568	2.94741	.243 ($p > .05$)	.087 ($p > .05$)	.795 ($p > .05$)
Two	46	22.8696	5.46751		.476 ($p > .05$)	.157 ($p > .05$)
Three	8	21.0000	9.62140			.051 ($p > .05$)
More than three	48	24.3333	2.38197			

Results of Post hoc test with respect to Opinion on Learning Resources Aspects

No. of MOOCs Enrolled/Completed	N	Mean	SD	MOOCs/SWAYAM Course Completed		
				Two	Three	More than three
One	398	22.9598	3.57058	.996 ($p > .05$)	.469 ($p > .05$)	.613 ($p > .05$)
Two	46	22.8261	5.38436		.589 ($p > .05$)	.704 ($p > .05$)
Three	8	21.0000	9.62140			.254 ($p > .05$)
More than three	48	23.6667	1.38891			

Results of Post hoc test with respect to Opinion on the Technological Aspects

No. of MOOCs Enrolled/ Completed	N	Mean	SD	MOOCs/SWAYAM Course Completed		
				Two	Three	More than three
One	398	22.5980	3.44430	.786 (p > .05)	.194 (p > .05)	.460 (p > .05)
Two	46	22.0652	5.44223		.455 (p > .05)	.280 (p > .05)
Three	8	20.0000	8.55236			.070 (p > .05)
More than three	48	23.4167	1.39655			

Results of Post hoc test with respect to Opinion on the Knowledge and Skills gained through the Course

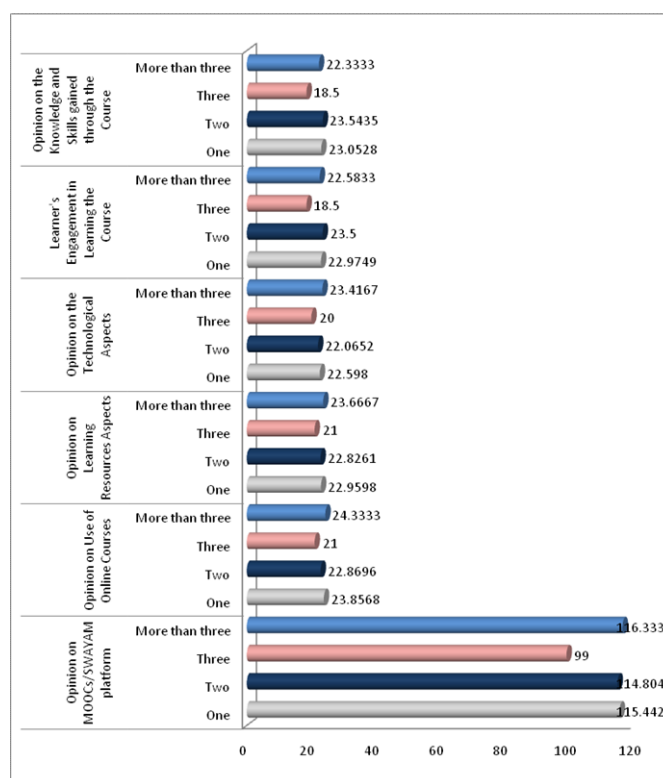
No. of MOOCs Enrolled/ Completed	N	Mean	SD	MOOCs/SWAYAM Course Completed		
				Two	Three	More than three
One	398	23.0528	3.13343	.824 (p > .05)	.003 (p < .05)	.570 (p > .05)
Two	46	23.5435	4.65573		.002 (p < .05)	.376 (p > .05)
Three	8	18.5000	11.22497			.031 (p < .05)
More than three	48	22.3333	4.25433			

Whereas One and Two MOOCs/SWAYAM course attended student (p > .05), One and More than three MOOCs/SWAYAM course attended student (p > .05) and Two and More than three MOOCs/SWAYAM course attended student (p > .05) not differ significantly with respect to Learner's Engagement in Learning the Course. The above comparison and p values indicate that One and Three MOOCs/SWAYAM course attended student (p < .05), Two and Three MOOCs/SWAYAM course attended students (p < .05), and Three and More than three MOOCs/SWAYAM course attended students (p < .05) differ significantly with respect opinion on Opinion on the Knowledge and Skills gained through the Course. Whereas One and Two MOOCs/SWAYAM course attended student (p > .05), One and More than three MOOCs/SWAYAM course attended student (p > .05) and Two and More than three MOOCs/SWAYAM course attended student (p > .05) not differ significantly with respect to Opinion on the Knowledge and Skills gained through the Course.

- SWAYAM formulates the use of technological tools to facilitate learners' study from anywhere and at any time.

RESULTS

- There is a difference in the opinion of one, two, three, and more than three MOOCs/SWAYAM courses completed by students with respect to the dimension of the MOOCs/SWAYAM platform.
- There is a difference in the opinion of one, two, three, and more than three MOOCs/SWAYAM courses completed by students with respect to the dimension of Use of Online Courses.
- There is no difference in the opinion of one, two, three, and more than three MOOCs/SWAYAM courses completed by students with respect to dimension on Learning Resources Aspects.
- There is no difference in the opinion of one, two, three, and more than three MOOCs/SWAYAM courses completed by students with respect to dimension on the Technological Aspects.
- There is a difference in the opinion of one, two, three, and more than three MOOCs/SWAYAM courses completed by students with respect to dimension on Learner's Engagement in Learning the Course.
- There is a difference in the opinion of one, two, three, and more than three MOOCs/SWAYAM courses completed by students with respect to dimension on the Knowledge and Skills gained through the Course.



Number of MOOCs/SWAYAM Course Completion wise comparison of students' opinion about MOOCs/SWAYAM platform and its dimensions

CONCLUSION

Thus, the online courses can incorporate Quality, Affordability, Scalability, Inclusion, and Employability in the Indian Educational Society. Indian MOOCs may also have subject topics that have not been explored yet, such as Classical Indian Music, Indian History, Yoga, etc. They can also be used to provide high-quality education to remote parts with subjects that require intensive graphics and visual illustrations.

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Educational Implications

- MOOCs provide learning opportunities to the aspirants of higher education to be educated by themselves from desired courses.
- It helps to remove the digital divide in the nation. it is still a dream to the remote hamlets, the government has thought seriously over this burning issue to mitigate on war foot basis.
- Online learning denotes the use of digital tools for learning and teaching and it also provides a valuable facility to its users.

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