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## MASSIVE OPEN ONLINE COURSES (MOOCs) AND SELF REGULATED LEARNING



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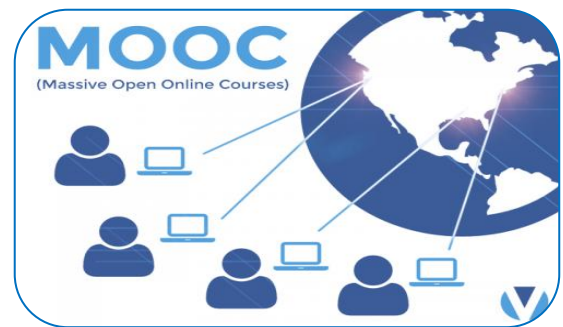
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## MASSIVE OPEN ONLINE COURSES (MOOCs) AND SELF REGULATED LEARNING

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### ABSTRACT:

*Massive open online courses (MOOCs) have the potential to transform professional learning, but require learners to be self-regulated. MOOCs require individual learners to be able to self-regulate their learning, determining when and how they engage. However, MOOCs attract learners with different motivations and prior experience. One of the major challenges in learning through MOOCs is the ability of the learner's to set goals and self-regulate their learning behaviour online. This paper focuses on the self-regulated learning and strategies self regulated learners apply in pursuing a MOOC Course. Particularly focus is on how learners' motivations for taking a MOOC influence their behaviour and usage of SRL strategies. This paper also focuses on the interaction of self regulated learning in line with learners' motivations and goals in conceptualizing the purpose of the MOOCs. This paper also focuses on the 'charting' technique and also give seven essential self regulatory strategies one should possess in order to be a successful MOOCs learner.*

**KEYWORDS:** Massive open online courses, MOOCs, Self regulated learning, SRL

### INTRODUCTION:

Prior to the Digital Age, Learning in distance mode appeared in the form of correspondence courses in the 1890s-1920s. Later radio and television broadcast of courses is early form of e-learning. Typically less than five percent of the students would complete a course. The 21<sup>st</sup> century saw changes in online or e-learning and distance education. With increasing online presence, open learning opportunities, and the development of Massive Open Online Courses (MOOCs). The term MOOC was coined by Dave Cormier. This refers to a course developed by Stephen Downes and George Siemens entitled Connectivism and Connectivity Knowledge in 2008. Their intention was to exploit the possibility for interactions between a wide variety of participants made possible by online tools so as to provide a richer learning environment than traditional tools would allow. MOOCs are a latest hit in online learning, and are positioned as an alternative to conventional higher education courses (Yuan & Powell 2013). The most successful initiatives in the MOOC area, such as Coursera, edX, Udacity, FutureLearn or MiríadaX are getting strong attention from the media (Pappano 2012). MOOCs have brought a revolution to the education sector in a very short time. These have opened up opportunities for new pedagogies (Martin 2012) and business models (Kolowich 2012), enabling thousands of students access to free, high quality education. This free access makes it possible for people all around the globe to register in MOOCs (Mackness et al. 2010).

effort will give rise to academic success. In part, these characteristics may help to explain why self-regulated learners usually exhibit a high sense of self-efficacy.

Self regulated learners are successful because they control their learning environment. They exert this control by directing and regulating their own actions toward their learning goals. Self regulated learning should be used in three different phases of learning. The first phase is during the initial learning, the second phase is when troubleshooting a problem encountered during learning and the third phase is when they are trying to teach others.

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