Chapter 8
MOOCs Parameters:
A Way Forward to Identify Best MOOCs Platform

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ABSTRACT

This chapter describes how there are two core stakeholders of MOOCs. One is learners and other is organizations/institutes who are offering the courses through MOOCs platform. It is very important for stakeholders to know the most suitable MOOCs platform for them. This chapter focuses on the literature review of the selected studies in order to identify the different parameters that are being used in different MOOCs platforms. This also includes environments such as learning experience, subject catalogue diversity, selection of suitable MOOCs platforms, pedagogies of MOOCs, assessment of MOOCs, etc. This chapter also provides the suggestive mechanisms to evolve the best platform through the participation of stakeholders.

INTRODUCTION

Though Massive Open Online Courses (MOOCs) originated in 2008, it gained larger attention of the world in 2012 and MOOCS has now become a budge word for students in all disciplines all over the world in general and more so in India, which is figuring very high in the Google Search Index on MOOCs. Today a large number of MOOCs platforms are available on Internet which are facilitating the MOOCs developers to create MOOCs as per their choice on topics of varying interest. But, it is important to mention here that all MOOCs platforms can be differentiated from each other in terms of their nature, origin, target users, characteristics and so on. Thus, the selection of best MOOCs platform for building MOOCs of one's own choice is a big challenge for the MOOCs developers. Therefore, a strong need is felt to identifying the parameters which may help us in selecting the best MOOCs platform for creating the MOOCs as per our own choice and specifications, keeping in view both the core stakeholders of MOOCs i.e. learners and organisations / Institute who are offering the courses through MOOCs platform. This chapter will review the available literature and the selected studies on MOOCs and will focus on identifications of different parameters used in MOOCs platforms and environment such as learning experience, subject catalogue diversity, pedagogies of MOOCs, assessment of MOOCs etc. and will eventually provide suggestive mechanism to identify best platform through the participations of stakeholders.

REVIEW OF LITERATURE

There were very few studies carried out on the issues connected to selection of MOOCs platforms and related areas in which Lin et al. (2015) study focused on the issues about the selection of most suitable platform for MOOCs provider as well as Student by case study of Swiss University. This study conducted comparison of seventeen MOOCs platforms available for creation of MOOCs and use schema as a tool which consist of nineteen attributes that categorized under the four groups for getting insights of MOOCs platforms which assist in making decision regarding section of a suitable MOOCs platform for building a MOOC. This study concludes with the features which attracts and affects MOOCs developers and learners as well.

Zancanaro et al. (2017) through the Web of Science and Scopus databases, identified six MOOCs platforms which available freely and allowed MOOCs developers to create and host MOOCs freely. This study further assesses the above said six MOOCs platforms by using fourteen parameters and stated these parameters may be used to select the most appropriate MOOCs platforms as per MOOCs developer requirements in a MOOCs setting.

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