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STUDENT AND FACULTY FAMILIARITY WITH MOOCS AND SWAYAM

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INTRODUCTION

In this context, the word "technology in education" cannot be restricted to the narrow definition of "services." With the sound of it, "educational technology" connotes an external factor that has been introduced to, or is assisting with, the educational process. By definition, educational technology is a system that uses technology to enhance the teaching and learning process as a whole by identifying its challenges and making efficient use of its many assets.

TECH IN THE CLASSROOM

Technology in education refers to the study, creation, and analysis of tools and methods that enhance the educational experience for students. Technology in education refers to any practice that makes use of scientific or other organized information. Teaching and learning can be made more efficient and successful through the use of educational technology, which is the use of scientific knowledge about learning and the state of learning.

MASSIVE OPEN ONLINE COURSES

The term "massive open online course" (MOOC) refers to an online class that encourages students from all over the world to participate in together and is available to anyone with an internet connection. Interactive user forums in MOOCs help build a community among students, professors, and TAs, in addition to the standard course materials like videos, readings, and problem sets. The advent of MOOCs in the field of online education is relatively recent. An massive open online course (AMOOC) is a type of online learning where anyone can enroll, the course materials are made available to everyone, and the course completion requirements are not predetermined. Massive open online courses (MOOCs) combine social networking with easy access to relevant online resources and expert instruction. Key to the success of massive open online courses is the active participation of students, who typically arrange their own participation according to their own learning objectives, existing knowledge and skills, and shared interests. Free and open online courses (MOOCs) allow for real-time feedback on quizzes and assignments, as well as community discussions between students, instructors, and TAs. The massive open online courses (MOOCs) were first introduced in 2006 and have since become a popular learning method.

STUDY WEBS OF ACTIVE-LEARNING FOR YOUNG ASPIRING MINDS (SWAYAM)

Study Webs of Active-Learning for Young Aspiring Minds is the name of the Human Resource Development Ministry's program (SWAYAM). There are hundreds of courses available, including those typically found in high schools, colleges, and universities. Education for everybody is made easier with the Swayam and Swayam Prabha websites. Through the use of internet and satellite connections, the Swayam program brings digital classrooms to underserved areas of the country. In essence, Swayam is a portal designed to ease the burden of gaining entry to resources like classrooms, instructors, and course materials. Using virtual classroom

technology, Swayam will offer free access to educational resources online for all of its pupils. There are hundreds of classes available, including those at the high school, college, and university levels. Some courses in the curriculum may even be taught by international instructors. In addition, it is simple to incorporate into a standard academic curriculum. The mechanism facilitates the smooth incorporation of course credit into a student's transcript. Courses of a more vocational bent are available, as are those designed for working adults who desire to further their education. In Swayam, the only cost is for the awarding of a certificate, as all courses are offered at no cost.

IMPORTANCE OF THE STUDY:

All higher education institutions must recognize, recognise, and make significant use of SWAYAM now that it is a reality. Although the UGC has published guidelines for integrating online and face-to-face learning, there are still relatively few organizations in India that are actively involved in the creation of MOOCs for teacher education. There are only a few number of organizations now engaged in generating courses on the SWAYAM portal, despite the fact that the UGC provides funding to the groups. Reviewing the literature reveals that the majority of studies conducted to far have been in the west and other developed nations, with very few studies available in the context of India. Studies on teacher education are quite rare, and the majority of studies are on computer science and engineering courses. However, research has shown that MOOCs may be utilized for pre-service training as well as a very successful tool for in-service professional development. Online learning is the way of the future for both teacher preparation and higher education in general. This inspired researchers to conduct a study to determine how informed teacher educators were of the concept, new initiatives, current practices, regulatory guidelines, and technology requirements in order to recommend the necessary actions to improve the situation.

REVIEW OF LITERATURE

The research surrounding massive open online courses (MOOCs) reveals a dearth of attention paid to their potential impact on teacher education. The topic of teachers furthering their careers using massive open online courses (MOOCs) is rarely discussed in academic literature.(Jobe and Ostlund (2014)

According to Laurillard (2016), Manning, et al (2014). The vast majority of studies using MOOCs use survey methods to collect data from students who are or have used the courses. There are extremely few research on teachers and on teacher educators. Researchers have shown that low levels of awareness regarding massive open online courses (MOOCs) are common not only in India, but also in other nations.

(Shigeta, K.; Koizumi, M.; Allen; and Seaman; 2017; Kumar; and Singh; 2017; Shakya; and Shrestha; and Allen; and others; July 2016). Scalability and low completion rates in massive open online courses have received little attention from researchers.

There are other definitions of MOOCs accessible, but scholars desire to use the one offered by COL (2015), i.e. A MOOC is an online course that accepts enrollment from anybody with an internet connection, does not require any prerequisites, and has a sizable or extremely sizable student body. For the purposes of this study, MOOCs shall refer to courses provided by different companies in India through the SWAYAM Platform.

STATEMENT OF THE PROBLEM:

Researchers have conducted the following study: "A Study of Awareness among teacher educators towards Massive Open Online Courses (MOOCs) and their usage for Teacher Education.

Research Objective:

The primary purpose of this research was to investigate how well-informed teacher educators are about Massive Open Online Courses (MOOCs) in terms of their conceptual understanding, usability, technological needs, current practice, and policy guidelines.

RESEARCH QUESTION:

How well-versed are teacher educators in the idea of MOOCs (Massive Open Online Courses)?

How well do teacher educators understand the technological prerequisites for implementing MOOCs?

How well-informed are teacher educators about the current state of massive open online courses (MOOCs)?

When it comes to using massive open online courses (MOOCs) for teacher preparation, how well informed are teacher educators?

How well-informed are teacher educators about the regulations governing the use of massive open online courses (MOOCs) as a means of providing education?

RESEARCH METHODOLOGY:

Research Design	Descriptive online survey Data
Population	Teacher educators teaching in Elementary Education and Bachelor of Education
Sampling Technique	Convenient sampling technique
Sample Size	130
Statistical Techniques Applied	Description and inferential analysis. The Mean, SD and t' test

Research Hypothesis:

- The Student-Teacher population as a whole does not have a high enough level of familiarity with MOOCs – SWAYAM.
- Male and female student-teachers score similarly on the SWAYAM test measuring their awareness of massive open online courses.
- The average SWAYAM scores of undergraduate and graduate students teaching in MOOCs show no statistically significant difference.
- The median scores on the SWAYAM measure of MOOC awareness among high school teachers in the arts and the sciences are not statistically different.

Analysis and Discussion

Dimensions	Number of Items	Alpha Value
Concept	8	0.821
Usability	6	0.817
Technological Requirements	7	0.799
Practices at the Present	7	0.801
Policy Guidelines	5	0.812

Hypothesis Testing:

Hypothesis – 1

The Student-Teacher population as a whole does not have a high enough level of familiarity with MOOCs – SWAYAM.

Table 1 Statistics of Student and Teacher Knowledge of Massive Open Online Courses (MOOCs) Using the SWAYAM Measure

Mentor – Mentee	N	Mean	SD
Total Sample	130	12.3	3.67

There is a 12.3/30 (39.6%) level of MOOCs - SWAYAM knowledge among student teachers. Since the mean awareness score was below 50%, it was concluded that the Student - Teachers do not have Awareness of MOOCs - SWAYAM.

Hypothesis – 2

Male and female student-teachers score similarly on the SWAYAM test measuring their awareness of massive open online courses.

Table 2 Effect of Gender on Students' and Teachers' Exposure to MOOCs and SWAYAM

Gender	N	Mean	SD	t	Level of Significance
Male	50	12.3	3.90	1.73	NS
Female	80	14.6	3.08		

At the 0.01 level, the estimated t' value of 1.73 is smaller than the table value. As a result, the mean scores on the SWAYAM measure of awareness of MOOCs show no difference between male and female student-teachers at the 0.01 level. As a result, we accept the null hypothesis.

Hypothesis – 3

The average SWAYAM scores of undergraduate and graduate students teaching in MOOCs show no statistically significant difference.

Table 3 Differences in MOOC and SWAYAM Awareness Among Students and Educators in Relation to Professional Competencies:

Qualification	N	Mean	SD	t	Level of Significance
UG	78	11.7	3.72	5.72	S
PG	52	14.87	2.18		

T' = 5.72 is larger than the value from the table, at the 0.01% significance level. This indicates that at the.01 level, there is a significant difference between the mean SWAYAM scores for UG and PG Educator Awareness of MOOCs. Therefore, cannot accept the alternative. It was revealed that teachers with less education beyond high school have a greater familiarity with MOOCs like SWAYAM than those with more education.

Hypothesis – 4

The median scores on the SWAYAM measure of MOOC awareness among high school teachers in the arts and the sciences are not statistically different.

Table 4 Difference in Subject-Related MOOC and SWAYAM Awareness among Students and Educators

Courses	N	Mean	SD	t	Level of Significance
Arts	81	12.89	2.41	1.84	NS

Science	49	10.42	3.98		

At the.01 significance level, the calculated t' value of 1.84 is less than the table value. This means that at the.01 level of significance, there is no difference between the mean scores of Arts and Science Student-Teachers on the Awareness of MOOCs - SWAYAM. Consequently, we accept the null hypothesis.

CONCLUSION

In this study, researchers looked into how well-informed student-teachers were about MOOCs using the SWAYAM platform. It has been determined that there is an insufficient level of MOOCs - SWAYAM knowledge among educators. The results of this research show that neither students nor teachers have a fundamental understanding of MOOCs (specifically SWAYAM). For some, the function of massive open online courses (MOOCs) in the education sector remains unclear. Indian massive open online course (MOOC) efforts like SWAYAM are still poorly understood. The study found that there is a pressing need to equip student-teachers with the resources they need to create and implement MOOCs into traditional classroom settings. MOOCs have a promising future in India. As a result, it is safe to say that India is still in the early stages of the rollout of massive open online courses. The Indian government has done everything it can to support and mainstream MOOCs in the country's universities. The NIOS's teacher training programs will be a game-changer in the country, paving the way for the widespread adoption of massive open online courses (MOOCs) for in-service teachers. The results of the study highlight the growing importance of providing teacher educators with the resources they need to create and implement massive open online courses (MOOCs) into their daily pedagogical routines. MOOCs have a promising future in India.

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