Human interactions in the context of K-MOOC, Óbuda University courses.

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Abstract— People in their 30s-40s are already used to changes and they are open for retraining in order to be more market able. We are not introducing anything new by saying that in today sigh demanding jobs, the schools are not only providing the knowledge necessary to be able to carry out a particular jib, but schools are also responsible for developing skills which will help the students to face and solve issues on a daily basis as well as prepare students for independent learning. Could we call Moodle courses an independent learning facilitators? The answer is not clear, the courses are designed on a teaching and learning basis, the curriculum is chosen and planned within a given structure, however the teacher is not physically present for the learning process. Students do not receive immediate feedback, and in many occasion’s students have to do their own research in order to find the answers they are looking for. Our examination was the learning process happening in the on-line collaborative learning environment. We have analyzed the last four semesters course activity. Our goal is to examine the Moodle LMS in the context of the communication in K-MOOC online courses to detect and characterize the student community activity, participation, explore the operation mechanism of this knowledge community.

I. INTRODUCTION

Learning is dependent on the students own case map, the student’s psychological capabilities as well as the pedagogical factor.

Looking at this the MOOC courses can be considered a form of independent learning. The success for these courses are strongly dependent on the student’s motivation.

Besides the learning strategies students have to acquire a strategy to motivate themselves to have not only the learning capacity but also the development of the desire to learn.

Therefore the learning style of students moves in the direction most appropriate for subject specialties and requirements. Learning style is an individual characteristic, so it would take a longitudinal test to show how it varies from student to student. If this was reinforced, the stable and attitudinal personality indicator property of learning style could by all means be declared false. [1]

Panchasara’s (2000) model, suggests three main components necessary for successful independent learning[2]:

• Learning through the learning process – The student does not only learn the content but also learns the learning technique. (finding the key points)
• Preparation for learning – this point refers to the teacher input (precise and detailed guide for learning)
• Teaching methods – the development of teaching methods (teaching strategies and techniques)

The challenge in e-learning, as in any learning program, is to build lessons in ways that are compatible with human learning processes. To be effective, instructional strategies must support these processes.

The following definition of pedagogy by Basil Bernstein, a British sociologist and linguist, suggests some interesting possibilities as to the means of instruction, particularly in our world of learning objects, tutorials, simulations, and mobile everything: „Pedagogy is a sustained process whereby somebody(s) acquires new forms or develops existing forms of conduct, knowledge, practice and criteria from somebody(s) or something deemed to be an appropriate provider and evaluator. Appropriate either from the point of view of the acquirer or by some other body(s) or both.” [Bernstein, in Daniels, 2007 , p. 308 ]

Technology can easily deliver more sensory data than the human nervous system can process. To the extent that audio and visual elements in a lesson interfere with human cognition, learning will be depressed.

Today, there is an impressive arsenal of instructional technologies that can be used, ranging from educational games played on mobile devices to virtual reality environments to online learning with animated pedagogic agents and with video and animation.

Based on this definition we can find three elements in the teaching and learning process:

• The student/learner
• Something or someone which/ who guides the student/learner
• Knowledge acquirement and practice by the student/learner.

The concept of collaborative learning can be interpreted as a process of knowledge construction, during the participants share their theories being linked to his problem solution with each other on his row and they are checked.

The collaboration is therefore an organized, synchronous activity that aims to establish and maintain a common vision for a given problem.

The most common tools for collaborative learning environment to chat, mailing list, forum, message board, vote, opinion, shared folders, document upload and storage, versioning, brainstorming, structuring.

The computer-assisted collaborative learning environment, according to Stahl for the following criteria to meet:
• Offer a set of tools that support and structure the collaboration and interaction, promotes the collaborative knowledge building process.

• Support in the interpretation of various perspectives of coordination, give the possibility of groups of small teams and individuals compare the knowledge-building process.

• Help reconciliation between the collaborating groups.

• Avoid that all kinds of communication should happen through the teacher. Provide more opportunities to develop interaction between the students.

• Avoid that all kinds of development should depend on the knowledge coming from the teacher. Provide linguistic, cognitive and digital tools to ensure interaction between students.

• Offer new, learnable circumstances which can be taught, the relevant experiences which can be connected to his teaching learning process.

Henri model focuses on three problems: the object of the communication; the manner of the communication; processes and strategies [3].

Building on these three areas developed analytical model of the interaction, which evaluates online communications along the five dimensions: participation (participatory), social, interactive, cognitive and meta-cognitive dimensions.

The participation dimension define with two quantitative data sets. On the one hand, on the other hand, the number of students’ and teachers’ messages deducted making a conclusion based on the number of their messages from the participants’ activity.

The social dimension was concentrated onto the characterization of the group cohesion, the group dynamics and the personal presence. The interactive dimension of the messages shared in two categories: the interactive Non-interactive and explicit, implicit interactions. The cognitive dimension Skills (rudimentary and deeper level of interpretation, judgment, conclusions, strategies) broke down. In the meta-cognitive dimension is also earmarked two major categories: metacognitive knowledge (people, tasks and strategies) and meta-cognitive Skills (evaluation, planning, control, self-awareness).

II. OUR RESEARCH FOCUS

Our examination was the learning process happening in the on-line collaborative learning environment.

Our goal is to examine the Moodle LMS in the context of the communication in K-MOOC online courses to detect and characterize the student community activity, participation, explore the operation mechanism of this knowledge community.

We have analyzed the last four semesters course activity. We combine quantitative and qualitative tools in Our research. Quantitative data obtained from log file analysis and questionnaires. The qualitative data provides an analysis of interactions.

We assed by questionnaire student satisfaction, and the interactions in the framework. Can be found the elements of the collaborative learning in the study group's interactions, is it true that the assumption that during the interactions of self-rated performance of active student or group is better than less active participants communicate?

III. HUMAN FACTORS AND INTERACTIONS

The phrase “something or someone” opens the possibility to use „something” to lead the learning process, an example could be framework. This brings us nicely to online courses, which is not other than uploading the curriculum, time marker settings, marking and feedback made by teachers, as well as mentoring.

How long do we need a teacher? Is a justified question. Do we need teachers until they select and set up the curriculum, until they decide on the requirements of the course and set up the terms and conditions of the framework.

The majority of students who chose the courses provided by us, tell us that they did not feel the need for the teacher’s presents in their learning, nor the need for synchrony teaching. They also did not find necessary to know whether the teacher is checking their work on a regular basis.

We can conclude that in higher education the permanent presence of the teacher is not absolutely necessary. A well prepared video, which can be watched at anywhere and anytime by the student is enough to learn the curriculum.

This brings us nicely to online courses, which is not other than uploading the curriculum, time marker settings, marking and feedback made by teachers, as well as mentoring.

This is a partially true, if the teacher is needed only to provide the curriculum, which is easily accessible nondependent on a fixed timetable and location, this is obviously more relaxed for the students. They can access the study material at their convenience and when they feel ready for learning. However, a structured blended course contains elements which complete and support the face to face teaching.
In reality, the answers given by the students where the majority miss the fact they didn’t know when the teacher was marking their assignments as well as rapid feedback.

Based on these results, we can conclude the following:

• after all the personal teacher presence is missed

• the courses must be converted so that the students can have fast/rapid feedback (this does not mean that they will receive instant answers from their teachers/mentors).

MOOC type courses as much as they are automated and well structured, the teacher’s input is necessary. They must follow the functioning of the framework, checking, marking and if necessary the restructuring of the courses provided.

Even if students did not miss the teacher’s presence they did miss interactions with other students, therefore they formed the student community.

From the diagram we can deduce that during the course students did not feel the need of colleagues and they also did not request the need for this or the need to communicate with other students.
IV. CONCLUSIONS

The results show that a part of Moodle is not the most suitable LMS to organize communications while participants considered that the LMS was suitable for acquiring knowledge.

On the other hand, the teaching materials even more focus to communicate knowledge and assessment ignoring student collaboration, team work of, teachers shun the "Forum" related tasks.

Another conclusion is that the course participants themselves do not require the presence of collaborative learning, not looking for opportunities for communication with other participants of the course any other channels, such as Facebook or Twitter, but this may follow from that fact, that the participants' majority they belong to a commune, the majority participants our university's listeners.

REFERENCES