**Impact of Massive Open Online Course on the Teacher-Enrollees’ Personal Growth and Professional Development**

**ABSTRACT**

Massive Open Online Course (MOOC) refers to a large scale of participants enrolling on free access online courses. It provides professional development to teachers in a convenient format and structure. This descriptive study aims to assess the experiences of 120 teacher-enrollees from the three provinces in Mindanao. It used surveys and interviews in data gathering. Findings show that the teachers evaluated MOOCs as acceptable, effective and reliable. The Content and Structure are compatible with their expectations and the courses developed their personal and professional growth.

Key words: **MOOC, Content and Structure, Online Education, Personal Growth, Professional Growth**

**A. Introduction**

Education today is already a sold-out idea to springboard personal achievement, upgrade of credentials, and other forms of fulfillments. The delivery of education as a tool for growth and development is placed to a standard that the credibility of its source, the manner of how it was acquired, and the method of its transfer are seriously being considered.

Higher education institutions in Canada have a solid Digital Action Plan for their professional development to both the teachers and students (Ministère de l’Éducation et de l’Enseignement, 2017). In the same manner, Briones (2019) in DepEd Order no. 11 s. of 2019, said the department “renews its focus on making decisive gains in upgrading education quality.” Strengthening of the professional training and development of its teachers is “urgent and necessary.”

This study is timely for various purposes, one of them being to find out the gravity of importance of massive open online course or MOOC to would-be professionals and currently practicing professionals. In specific angles, it wants to analyze its contents and structure, is it similar to any online courses available, does it cater learners similar to a classroom setting or is there better benefits beyond the rooms. This study will assess MOOC’s online education mechanism, its efficacy and reliability.

In a personal spectrum, what are the personal achievements of enrollees of MOOC and does the format of attaching education to technology a better leverage to their professional development.

The openness of the distance learning movement has gained impetus over the last couple of years. Programs like Open Course Ware in some respect have pushed this movement forward. A short while after the UNESCO’s adoption of OER, the educational technology community witnessed the start of a new era in courses which are massive in terms of student numbers, open for all and are available online. These types of courses are called “Massive Open Online Courses” or more commonly by the abbreviation “MOOCs.” The term MOOC was first coined in 2008 by David Cormier and George Siemens, describing a twelve-week course on connectivism and connected knowledge at the University of Manitoba, Canada (Cormier & Siemens, 2010). Such a large number of enrollees created a significant course experience and garnered large-scale attention. MOOC is an acronym for:

Massive: Refers to large in scale, amount or degree, in which the number of participants exceeds the so-called Dunbar's number (Wedekind, 2013). The Dunbar number describes the cognitive limit to the number of social relationships with other people (Dunbar, 2010). Massive indicates that enrollees are much larger than regular classes where the number of participants exceeds hundreds to thousands of participants.

Open: The openness of MOOCs usually refers to the free access to online courses and learning materials. The course’s curriculum, assessment, and information should be open (Rodriguez, 2012). Learners can participate in a course without fulfillment of other formal requirements or other additional restrictions. Everyone can enroll without prerequisites. Thus, learners can access the courses and the education materials whenever and wherever they like.

Online: The management, the information system, as well as the course itself are exclusively online. Communication between the course participants and the learning contents takes place via a specially accredited course that is available online and introduced on a web page, for instance (Wedekind, 2013). Likewise, physical attendance is nonexistent, and all classes are dealt remotely.

Course: The course can be summarized as a collection of learning materials that are introduced by teachers in the form of a program. These courses usually have a predetermined start date and end date. Courses can be taught by more than one teacher according to the content itself and the online course provider (Wedekind, 2013).

McAuley, Stewart, Siemens, & Cormier (2010) clearly defined MOOCs as: An online course with the option of free and open registration, a publicly shared curriculum, and open-ended outcomes. MOOCs integrate social networking, accessible online resources, and are facilitated by leading practitioners in the field of study.

This study would like to find out if the characteristics of MOOC and the experience in doing it should be enough for DepEd to institutionalize this platform for the delivery of teacher trainings.

**B. Literature Review**

MOOCs build on the engagement of learners who self-organize their participation according to learning goals, prior knowledge and skills, and common interests.

The common duration of a MOOC is from 6 to 12 weeks. A MOOC is accessible 24 hours a day, 7 days a week. The majority of the content is delivered asynchronously (meaning students can access it in their own time and at their own pace).

*MOOC Platforms.* The concepts MOOC and platforms are directly connected in the concept map (see concept path: MOOC - Massive Open Online Courses - platforms).

Coursera, edX, and Udacity are the most established MOOC platforms, where very large numbers of learners are supported, Ahn, Butler, Alam, and Webster (2013) explore alternative platforms "that promote more participatory modes of education production and delivery" (p. 160). Adham and Lundqvist (2015) give an overview of Arab ideas in the Middle East to launch their own country-specific MOOC platforms, such as Edraak in Jordan, Rwaq in Saudi Arabia, or Mena Versity in Lebanon. Skill Academy, launched 2013 in Egypt, offers over 10,000 online courses at no cost. With regard to gender segregation in those countries, especially in Saudi Arabia, the authors believe that the institutional union of MOOC platforms in the larger context of the digital learning and teaching infrastructure is a significant topic.

For example, Rocio, Coelho, Caeiro, Nicolau and Teixeira (2015) report on an open course on climate change at UniversidadeAberta in Portugal, which was the largest MOOC course conveyed in Portuguese. For this project, a technological resolution was delivered to integrate the institutions open learning management system Moodle with open social software (Elgg).

*Learners and Content in MOOCs,* In order to provide effective learning experiences with high quality materials equip for learning, the analysis of learner characteristics and profiles is the initiating point in the instructional design flow (Morrison, Ross, Kalman, & Kemp, 2011; Stöter, Bullen, Zawacki-Richter, & von Prümmer, 2014). It is therefore not shocking that the concept path *students* - *MOOC* - *learners* - *content* forms a central backbone in the concept map.

The assessment of student dispositions plays an important role in the course growth process and the quality of e-learning in general. Regarding the evaluation of MOOCs, Li, Zhang, Bonk, and Guo (2015) combined a MOOC into a traditional undergraduate course at a Chinese university and evaluated the perceived ease of use of the course environment, perceived interaction with peers, and overall learner satisfaction in order to derive suggestions on how to enhance the course design. Zutshi, O'Hare, and Rodafinos (2013) examined student experiences with MOOCs through a content analysis of blog posts: "Results provided a glimpse of the student experiences, including why students take such courses, what elements of their experience are positive, and what can be improved from the student point of view" (p. 218).

Daza, Makriyannis, and RoviraRiera (2013) pointed out that, in open courses that are offered to thousands of students, it is very difficult to harmonize the different backgrounds of the participants given the different range of their prior knowledge. Phan, McNeil, and Robin (2016) inspected the integration between learners' motivation for engagement, their prior knowledge, and course performance. Student motivation and its effects on course performance and completion are also investigated in several other studies (e.g., Stevanovic, 2014; Yang, 2014). Greene, Oswald, and Pomerantz (2015) found that "learners" expected investment, including level of commitment, expected number of hours devoted to the MOOC, and intention to attain a certificate" (p. 925) are predictors of retention and achievement in MOOCs.

A very prominent area of research in online and distance education is online interaction patterns (see Zawacki-Richter, & Anderson, 2014; Zawacki-Richter, Bäcker, & Vogt, 2009), and this issue is covered in several of the selected MOOC articles. For example, Gillani and Eynon (2014) used social network analysis to expose when and how students interacted with one another and studied the correlation between forum participation and performance in terms of final marks. Clinnin (2014) also focused on interaction in discussion forums to understand how students presented their identities in forming effective learning communities.

MOOCs and online learning are addressing three of the biggest obstacles to learning in the enterprise: the cost, inevitable technology obsolescence and accessibility, Ryan (2014).

**C. Research Questions**

The goal of this research is to give the overview of Massive Open Online Course or MOOC, specifically its contents and structure analysis, as a platform for online education, and how it affects the enrollees’ personal growth and professional development.

Specifically, the study answered the following questions:

1. What is the profile of the respondents?
   1. Area of Specialization
   2. Educational Attainment
   3. Number of MOOCS completed
2. What is the level of satisfaction of participants on the content and structure of MOOC?
3. What is the level of acceptance on online education?
4. What is the extent of personal growth and professional development of MOOC?
5. Is there a significant difference on the level of satisfaction in the content structure, acceptance on online education and extent of professional growth and development when grouped into profile?

**D. Significance of the Study**

This study envisioned to provide useful baseline information and valid insights and arguments to pave the way for better understanding about what exactly is Massive Open Online Course or MOOC. It also aims to provide concrete analysis on MOOC’s contents and structure, how it propagates as an avenue for online education, and how a learner’s career develop if exposed to MOOC.

*Teachers,* being the agent of learning, will benefit from the groundbreaking features of MOOC. The components of MOOC are expected to place the teachers in an updated mastery of learning approaches and techniques that they will use in their daily delivery of teaching and learning. Consequently, MOOC is expected to support the teachers’ professional needs and aspirations for their personal growth.

*School administrators,* being the expected managers of educational institutions who will lead the teachers in the school will be able to tackle the professional needs of the teachers. This study will help the school managers to aid the teachers in their career development. Subsequently, the school administrators will be able to respond to the personal growth of the teachers in relation to their satisfaction as professional teachers.

**E. Scope and Limitation**

The target respondents of this study were the 120 enrollees in MOOC Zamboanga (covering Zamboanga City, Basilan Province, and Zamboanga Sibugay). These are professional teachers and pre-service teachers who completed the course in Using Educational Technology in the English Language Classroom. Forty (40) teachers were interviewed for the study.

**F. Research Methodology**

This study utilized a mix quantitative-qualitative type of research design, whereas the quality of massive open online course or MOOC are tested in terms of determining its contents and structure, as a platform for online education, and how it affects enrollees’ professional growth and development.

**G. Population and Sampling Design**

The study used purposive sampling. The researcher conducted the study to 120 MOOC enrollees from Zamboanga City and other divisions of Region 9. The respondents are professional teachers and pre-service teachers. The qualitative aspect of the research included 40 respondents who answered through interview and questions.

**H. Research Instrument**

For the quantitative aspect of the study, the respondents answered three survey questionnaires as: 23 items for Questionnaire On Massive Open Online Course (MOOC) Content and Structure, 21 items for Questionnaire On Massive Open Online Course (MOOC) Online Education, and 17 items for Questionnaire On Massive Open Online Course (MOOC) Professional and Personal Development.

For the qualitative aspect of the research, this study use interview questions using the following guide: a. The content and structure of MOOC, b. The format of MOOC as an online platform, and c. Impact of MOOC to personal growth and professional development.

**I. Validity and Reliability**

The research instruments were validated by English Language experts, a Distance Learning creator, module creator, and researchers with international publications. After gathering the impirical evidences and responses from the pilot testing, the data was analyzed and processed using the Cronbach Alpha Coefficient tool which means that the items used in the survey questionnaire have relatively high internal consistency at par with the acceptable validity for a research study:

23 items for Questionnaire On Massive Open Online Course (MOOC) Content and Structure (0.981), 21 items for Questionnaire On Massive Open Online Course (MOOC) Online Education (0.893), and 17 items for Questionnaire On Massive Open Online Course (MOOC) Professional and Personal Development (0.936).

**J. Data Gathering Procedure**

The researcher secured permission from the individual enrollees to conduct the survey questionnaires. All participants were asked to sign a consent form should they agree to take part of this research. All Documentation and record purposes and all other ethical considerations were observed.

**K. Data Analysis Procedure**

The research analyzed the data through the use of the three surveys three survey questionnaires as: 23 items for Questionnaire On Massive Open Online Course (MOOC) Content and Structure, 21 items for Questionnaire On Massive Open Online Course (MOOC) Online Education, and 17 items for Questionnaire On Massive Open Online Course (MOOC) Professional and Personal Development.

This study inquired deeper through interview from the 40 respondents who are all professional teachers.

**L. RESULTS, ANALYSIS, AND DISCUSSION**

This chapter presents and analyzes the data gathered through the use of a survey on Massive Open Online Course: Content and Structure Analyses, Online Education, Personal Achievement and Career Development. The data were tabulated, analyzed and interpreted with the use of statis*t*ical tests. The specific questions raised in the statement of the problem were the bases of the order of presentation.

1. ***Research problem no. 1: What is the profile of the respondents?***
2. *Area of Specialization (English Language or Other area of teaching)*
3. *Educational Attainment (College Graduate or Masters CAR or better)*
4. *Number of MOOCS completes (once or more than once)*

Table 1.0 Profile of Teachers

|  |  |  |
| --- | --- | --- |
| Area of Specialization | FREQUENCY | PERCENT |
| Teaching English Language | 30 | 25.00% |
| Teaching other areas | 90 | 75.00% |
| Total | 120 | 100.00% |
| Educational Attainment |  |  |
| College Graduate | 50 | 41.66% |
| Masters CAR or better | 70 | 58.33% |
| Total | 120 | 100% |
| Number of MOOCS Completed |  | 13.8% |
| One MOOC course | 90 | 75.00% |
| Two MOOC courses | 30 | 25.00% |
| Total | 120 | 100.00% |

*Table 1.0 show the Teachers Profiles according to their Area of Specialization, Educational Attainment and Numbers of MOOC’s Completed. Its shows that Teaching English Language 25% and 75% fall over under other teaching areas to make it 100%. On Educational attainment, 41.66% were college Graduate and 58.33% are Master CAR or better. And on the number of MOOC completed, one MOOC course 75% and two MOOC course 25%.*

***Research Problem No. 2: What is the level of satisfaction of participants on the content and structure of MOOC?***

Table 2.0 Content and Structure

|  |  |  |
| --- | --- | --- |
| CONTENT and STRUCTURE | 4.14 | Much Satisfied |
| COURSE EXPECTATIONS | 4.72 | Very Much Satisfied |
| COURSE STRUCTURE AND CONTENT | 4.50 | Very Much Satisfied |
| FAMILIARITY | 3.43 | Satisfied |
| TYPES OF TASKS IN THE COURSE | 4.85 | Very Much Satisfied |

**Scale:** 1.00-1.49 Not Satisfied; 1.50-2.49 Less Satisfied; 2.50-3.49 Satisfied; 3.50-4.49 Much Satisfied; 4.50-5.00 Very Much Satisfied

Table 2.0 tells us respondents are satisfied on that content and structure of MOOC which resulted to a much satisfied remark. This interprets for the Course expectations the respondents are very satisfied at 4.72 mean, course structure and content is very satisfied as well at 4.50 mean. Respondents are satisfied with familiarity with 3.43 mean and they are very much satisfied with the types of task in the course 4.85 mean.

***Research Problem no. 3: What is the level of acceptance on online education?***

Table 3.0 Online Education

|  |  |  |
| --- | --- | --- |
| **ONLINE EDUCATION** | 4.59 | **Very Much Accepted** |
| FORMAT AND INTERNET USAGE | 4.76 | **Very Much Accepted** |
| TIME FRAMES | 4.84 | **Very Much Accepted** |
| VERSUS OTHER ONLINE COURSES | 4.74 | **Very Much Accepted** |
| VERSUS CLASSROOM | 4.00 | **Much Accepted** |

**Scale:** 1.00-1.49 Not Accepted; 1.50-2.49 Less Accepted; 2.50-3.49 Accepted; 3.50-4.49 Much Accepted; 4.50-5.00 Very Much Accepted

Table 3.0 tells us that format and internet usage received 4.76 mean or the respondents a remark of very much accepted. In the same manner, time frame and versus other online course received very much accepted remarks from the respondents with 4.84 and 4.74 means respectively. The component of Versus Classroom received much accepted remarks from the respondents at 4.00 mean. As a whole Online Education has a Very Much Accepted remark from the respondents.

***Research problem no. 4: What is the extent of personal growth and professional development of MOOC?***

Table 4.0 Personal and Professional Development

|  |  |  |
| --- | --- | --- |
| PERSONAL GROWTH and PROFESSIONAL DEVELOPMENT | 4.70 | Very High Extent |
| DISPOSITION WHEN ANSWERING | 4.75 | Very High Extent |
| PERSONAL FULFILMENT | 4.70 | Very High Extent |
| PROFESSIONAL BENEFITS | 4.57 | Very High Extent |
| PERSONAL ASPIRATION | 4.78 | Very High Extent |

**Scale:** 1.00-1.49 No Extent; 1.50-2.49 Less Extent; 2.50-3.49 Moderate Extent; 3.50-4.49 Much Extent; 4.50-5.00 Very High Extent

Table 4.0 shows that Disposition when answering received 4.75 mean or the respondents believe that MOOC give them personal growth and professional growth at a very high extent. This is in the same case with personal fulfillment, professional benefits, and personal aspiration as these components received the same remark of very high extent. Overall, this means that MOOC proved that it can promote professional development and personal growth at a very high extent.

***Research problem no. 5: Is there a significant difference on the level of satisfaction in the content structure, acceptance on online education and extent of professional growth and development when grouped into profile?***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| MOOC |  | Mean | t | Sig. | Remarks |
| CONTENT and STRUCTURE | Teaching English Language | 4.11 | -0.229 | 0.762 | Not Significant |
|  | Teaching other areas | 4.23 |  |  |  |
| ONLINE EDUCATION | Teaching English Language | 4.57 | -0.552 | 0.819 | Not Significant |
|  | Teaching other areas | 4.64 |  |  |  |
| Professional and Personal Development | Teaching English Language | 4.61 | -0.638 | 0.571 | Not Significant |
|  | Teaching other areas | 4.88 |  |  |  |

Table 5.0 Difference: Area of Teaching **(\*Significant at the 0.05)**

Table 5.0 tells us that Content and Structure 0.762, Online education 0.819, Professional and personal development 0.571 have no significant difference in their responses when they were grouped according to their teaching areas.

Table 6.0 Difference: Educational Attainment (\*Significant at the 0.05)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| MOOC |  | Mean | t | Sig. | Remarks |
| CONTENT and STRUCTURE | College Graduate | 4.01 | -2.591 | 0.883 | Not Significant |
|  | Masters CAR or better | 4.23 |  |  |  |
| ONLINE EDUCATION | College Graduate | 4.54 | -1.986 | 0.607 | Not Significant |
|  | Masters CAR or better | 4.60 | - |  |  |
| Professional and Personal Development | College Graduate | 4.65 | -2.438 | 0.954 | Not Significant |
|  | Masters CAR or better | 4.62 |  |  |  |

Table 6.0 tells us that if they were grouped according to their Educational Attainment, Content and Structure 0.883, Online education 0.607, and Professional and personal development 0.954 have no significant difference.

Table 7.0 Difference: MOOC Completed(\*Significant at the 0.05)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| MOOC |  | Mean | t | Sig. | Remarks |
| CONTENT and STRUCTURE | Completed one MOOC course | 4.13 | -.810 | 0.637 | Not Significant |
|  | Completed two or more MOOC courses | 4.16 |  |  |  |
| ONLINE EDUCATION | Completed one MOOC course | 4.65 | 0.706 | 0.741 | Not Significant |
|  | Completed two or more MOOC courses | 4.50 |  |  |  |
| Professional and Personal Development | Completed one MOOC course | 4.65 | -.534 | 0.632 | Not Significant |
|  | Completed two or more MOOC courses | 4.49 |  |  |  |

Table 7.0 tells us that if they were grouped according to the number of MOOC completed, Content and Structure 0.637, Online education 0.8741, Professional and personal development 0.632, have no significant difference.

**M. THEMATIC EXTRACTION OF RESPONSES FROM 40 RESPONDENTS**

**1.** Content and Structure of MOOC

Twenty (20) out of the 40 respondents who were interviewed believe that MOOC is updated and relevant. The respondents corroborated the statements that MOOC is updated because it gives them an experience of a teacher that can have knowledge that is considered to be a part of the 21st century. The content of MOOC responds to the call of time because this is what addresses the needs of the learners in the 21st century. These are features that professional teachers want to have to contribute to their growth as teachers.

*“MOOC serves me right because it offered me new things in learning in the perspective of the teacher. As teachers we need to be updated with the trends and content in teaching and learning because our students are of the new generation already. These are good features to help me as a professional teacher grow”*

MOOC structure comes with very engaging structure because it simulates classrooms but it add value to its relevance because the enrollees in MOOC can relate to the structure like still doing quizzes, assignments. The respondents added that, the age of technology is very relevant to what MOOC offers because it succumbs to new formats like sharing and forum features for the enrollees to engage in.

*“I particularly appreciated the format when I can share my ideas or ask questions through the forums in MOOC. The usual things in quizzes, assignment are there but with the help of the technology infused in MOOC, it becomes more relevant to the learners like me.”*

1. Online Education Format

Twenty two (22) out of 40 professional teachers responded that the Online Education Format is accessible and flexible. The professional teachers who engaged in MOOCs felt that they were able to finish a course at their own convenience because they can access the tasks in the course anytime they want to. This is a context of accessibility where they can access the course through their gadgets or devices. This is in contrast to a face to face or classroom session where the enrollee does not have the flexibility of time and access to resource materials is difficult to do spontaneously.

*“I use my smart phone or laptop interchangeably for as long as there is an internet connection, and do my MOOC tasks like assignments, idea sharing, and performance tasks. This is really the value of accessibility and flexibility because you own your time. In classrooms or face to face sessions, you have limited mobility and adaptability to tasks because you are under the spell of your teacher. There is lesser advantage for teachers who multi-tasks.”*

1. Personal Growth and Professional Development

Thirty six (36) out of 40 respondents have a resounding remark for MOOC as they believe that it promotes the professional development of the enrollees. In subsets, they said MOOC adds knowledge and content need for their professional duties and responsibilities in the classroom. In specifics, the respondents spoke about the importance of getting MOOC for the new approaches and techniques in the teaching arena. They are sold out to the idea that MOOC can boost their library of strategies to teaching which are relevant to the profiles of the students that they handle.

*“It is important to have knowledge and content and I got many them from MOOC and it added to my professional capital as I use them inside my classroom for sessions in micromanagement and diverse profiles of students. MOOC has many research and strategies that can really be used in my duties as teachers.”*

MOOC certifies the teachers’ ability to teach and it becomes a solid proof that the enrollee can practice the profession with competence. The certificate of completion in MOOCs is a valuable mean of verification for promotion in the ranks. The teachers were able to use their completion certificates for their career advancement for better compensation and increasing the scope of their responsibility as a promoted employee.

*“I was able to use my MOOC certificate to be promoted as Master Teacher I. Because it is an internationally recognized course, I was able to use the maximum points for my filing of papers in the evaluation of my credentials. I have better compensation and I have bigger scope of responsibility for a bigger impact.”*

Twenty eight (28) out of 40 respondents relayed their personal growth from MOOC because of gaining more confidence in doing their profession and becoming more inspired to perform their roles as teachers. Explicitly, the respondents made clear and obvious manifestations of confidence as they answered the interview questions with references from the authors. The content and knowledge that they acquired from MOOC are really new and relevant to their field which watered their stagnant confidence before their MOOC experience. This context of confidence ties back to their very idea that they feel the personal growth when they know what they are doing and they are confident in what they are doing.

*“I have never been so confident in my life in teaching. I can teach, yes, but to teach with new acquired strategies and knowledge, just promoted my confidence to new heights because now I can deliver what is expected from me especially in the time where updated teaching strategies are needed. This thing makes me fulfilled in my work and as a person.”*

Subsequently, the respondents have developed a sense of inspiration to be better as teachers because they are looking forward to the next MOOCs where they can gather new insights in the teaching profession so that when they go out and teach students, they will feel sufficient and able to become satisfied in the personal level.

*“MOOC is something I look forward too because there is always new to it. The investment of research in it makes me want to do MOOC more frequently because it want me to achieve a level of sufficiency and personal growth.”*

**N. SUMMARY**

This study was undertaken for various purposes, one of them being to find out the gravity of importance of massive open online course or MOOC to would-be professionals and currently practicing professionals. In specific angles, this study was conducted because of the need to analyze its content and structure, identify the acceptable level of its online features, and assess MOOC’s online education mechanism, its efficacy and reliability, particularly whether it caters to learners with similar benefits to a classroom setting or are there better advantages beyond the classrooms.

This study also intends to know what the personal growth of enrollees of MOOC and does the format of attaching education to technology a better leverage to their professional development.

This study utilized a mix quantitative-qualitative type of research design, whereas the quality of massive open online course or MOOC are tested in terms of determining its content and structure, as a platform for online education, and how it affects enrollees’ personal achievements and career development. The respondents answered three survey questionnaires as: 23 items for Questionnaire On Massive Open Online Course (MOOC) Content, 21 items for Questionnaire On Massive Open Online Course (MOOC) Technology, and 17 items for Questionnaire On Massive Open Online Course (MOOC) Personal growth and Professional Development.

**O. FINDINGS**

This study yielded the following findings:

1. On theContent and Structure on how satisfied the respondents are

Respondents are satisfied on that content and structure of MOOC which resulted to a much satisfied remark. This interprets that for the Course expectations the respondents are very satisfied, on the course structure and content respondents are very satisfied as well. Respondents are satisfied with familiarity and they are very much satisfied with the types of task.

MOOC structure comes with very engaging structure because it simulates classrooms but it add value to its relevance because the enrollees in MOOC can relate to the structure like still doing quizzes, assignments. The respondents added that, the age of technology is very relevant to what MOOC offers because it succumbs to new formats like sharing and forum features for the enrollees to engage in.

MOOC is updated and relevant. The respondents corroborated the statements that MOOC is updated because it gives them an experience of a teacher that can have knowledge that is considered to be a part of the 21st century. The content of MOOC responds to the call of time because this is what addresses the needs of the learners in the 21st century. These are features that professional teachers want to have to contribute to their growth as teachers.

1. On the problem, level of acceptance on *online education*

The format and internet usage received a remark of very much accepted from the respondents. In the same manner, time frame and versus other online course received very much accepted remarks from the respondents respectively. The component of Versus Classroom received much accepted remarks from the respondents. As a whole Online Education has a Very Much Accepted remark from the respondents.

MOOC as an Online Education Format is accessible and flexible. The professional teachers who engaged in MOOCs felt that they were able to finish a course at their own convenience because they can access the tasks in the course anytime they want to. This is a context of accessibility where they can access the course through their gadgets or devices. This is in contrast to a face to face or classroom session where the enrollee does not have the flexibility of time and access to resource materials is difficult to do spontaneously.

1. On the problem, extent of personal growth and professional development of MOOC

Disposition when answering received a very high extent remark from respondents for their personal growth and professional growth at. This is in the same case with personal fulfillment, professional benefits, and personal aspiration as these components received the same remark of very high extent. Overall, this means that MOOC proved that it can promote personal growth and professional development at a very high extent.

MOOC promotes the professional development of the enrollees. In subsets, they said MOOC adds knowledge and content need for their professional duties and responsibilities in the classroom. In specifics, the respondents spoke about the importance of getting MOOC for the new approaches and techniques in the teaching arena. They are sold out to the idea that MOOC can boost their library of strategies to teaching which are relevant to the profiles of the students that they handle.

MOOC certifies the teachers’ ability to teach and it becomes a solid proof that the enrollee can practice the profession with competence. The certificate of completion in MOOCs is a valuable mean of verification for promotion in the ranks. The teachers were able to use their completion certificates for their career advancement for better compensation and increasing the scope of their responsibility as a promoted employee.

The personal growth from MOOC is manifested by gaining more confidence in doing their profession and becoming more inspired to perform their roles as teachers. Explicitly, the respondents made clear and obvious manifestations of confidence as they answered the interview questions with references from the authors. The content and knowledge that they acquired from MOOC are really new and relevant to their field which watered their stagnant confidence before their MOOC experience. This context of confidence ties back to their very idea that they feel the personal growth when they know what they are doing and they are confident in what they are doing.

4. On problem, if there is a significant difference on the level of satisfaction in the content structure, acceptance on online education and extent of professional growth and development when grouped into profile

If they were grouped according to their teaching areas, content and structure, online education, personal growth and professional development, means that there is no significant difference in their responses on their teaching areas. If they were grouped according to their Educational Attainment, content and structure, online education, personal growth and professional development, means that there is no significant difference in their responses on their Educational Attainment. And if they were grouped according to the number of MOOCs completed, content and structure, Online education, personal growth and professional development, means that there is no significant difference in their responses no matter how many MOOC courses they’ve completed.

**P. CONCLUSION**

Based on the findings of this study, it is safe to conclude that MOOC truly is an effective kind of education that has content and structure that are very manageable to enrollees as it meets their course expectations and the tasks in it.

MOOC somehow caters learners similar to classroom yet also gives better benefits beyond the classroom. This study also showed that the MOOC online education mechanism is effective and reliable to the enrollees as they believe that its format is acceptable to them.

Finally this study tells us that there is a lot of achievement gained in being a part of this kind of online education hence it also proved that this kind of learning with the use of technologies have beneficial extent in terms personal growth and professional development of the respondents.

**Q. RECOMMENDATIONS**

As a result of the findings and conclusion of this study, the following are hereby recommended:

1. Educational institutions offering teacher education should immerse their enrollees on the concept of online education. As found out, it is way more effective to be engaged in educational technology because of the environment of educational setting and real life setting are more linked to technological activities.
2. Community should be technology-oriented and should be informed in the functional way. Communities of learning must manifest not just acceptance the idea of educational technology but as well as accommodate platforms like MOOC in actual practice. This can be actualized by providing programs like activities involving online access to better understand the importance of technology in relation to the learners who are well-entrenched to the world of technology.
3. Because MOOC is proven to be of value in terms of learning and in terms of personal growth and professional development, the course offered in these platforms or similar set-ups should be availed by the would-be-teachers and those who are already in practice as a response to their students profile and their future lives engaging with the digital age.
4. MOOC platforms shout be institutionalized by creating a dedicated department for its content development and digital infrastructure. Commission on Higher Education and (CHED) and DepEd can localize and offer these platforms or similar set-ups to reach more teachers in the field needing training. At the same time State Colleges and Universities (SUCs) should start teaching the creation of similar platforms to pre-service teachers. For school and department managers, train them to have content-development like modules, workbooks, worksheets.
5. To further ensure conclusiveness of this research, it is suggested that there shall be a greater scope of respondents and increase the number of educational institutions participating in the survey. It is also recommended that the respondents come from both sectarian and the secular types of schools. The extension of the scope of study will firm up the results of the study including a clearer differences and validations of previous and current studies.
6. **INTERVENTION DESIGN FOR PLANNED CHANGE**
7. Content and Structure of MOOC

*Course Expectations*. Content and Structure is important for the enrollees because this where they believe their taking the course is of value to their profession. The findings revealed that the MOOC courses they took are compatible to their professional needs. This matched perception should be a consideration in making sure that the course content and structure should meet their expectation when they indulge in the learning technology.

*Structure and Content.* The MOOC course should be organized in terms of how they complete the course. The lessons under each module should be properly sequenced according to simplicity and complexity. The parts of the lessons and module should be logically arranged according to their relevance. Subsequently, the enrollees have to feel satisfied with the materials in MOOC because they feel it’s new and the information in it are all backed by credible sources and related studies.

*Familiarity and Type of Tasks* should be doable for the enrollees, although they believe that MOOC is a new platform, the familiarity with the flow and the tasks should be at their level of understanding. Designing MOOC should consider doing tasks that are both familiar and at their level.

*The added value of MOOC* in terms of content and structure should include, globalizing the learning because it should have forums and sharing of ideas to other enrollees who may want to hear other experiences and be able to extract unique example but may be applicable to their own situations of teaching-learning.

1. Online Education Format

*Flexibility and Accessibility*. Two characteristics that rose from the added value of MOOC as an online platform are its flexibility and accessibility. Accessibility is a resounding advantage to majority of the enrollees because it allows them to engage in the course at any portal including, computers, tabs, or mobile phones for as long as there are internet connections. The professional teachers can now achieve their personal growth and professional development because flexibility will give them better leverage in terms of time management.

*Effective Simulation*. Compared to classroom set-ups which are rigid, the format of MOOC as an online platform offered convenience to the enrollees because they can now be in a classroom even in remote locations. The design of MOOC is attuned to the multi-tasking nature of teachers. To further stretch the benefits of access and flexibility, the design for MOOC should also accommodate offline engagement so that the enrollees can maximize their time and that enrollees in areas where there is no internet connection can still fulfill their tasks and just synched-in when they get online.

1. Personal Growth and Professional Development

The image and perception on MOOC is so high because it is created by credible educational institutions*.* This first impression is the initial selling point to do MOOC. But this should not be the only basis for doing MOOCs. The design should be palpable in terms or personal growth and professional development.

*Fulfilling Experience*. Enrollees felt that MOOC makes them real teachers because it responded to their personal aspiration to become a competent teacher who can be confident in his or her profession. There is a sense of achievement when they completed the course because they were able to share their real experiences as forms of knowledge to other enrollees. Design for MOOCs should therefore allow the teachers to own up and contribute to the body of ideas as they complete the tasks in MOOC.

Research-based Completers. Materials and resources in the MOOC should come from reputable studies and institutions. What MOOC should have as content or as methods should be backed by research and models so that the enrollees will be proud of their course completion. Subsequently, evaluators of credentials like the MOOC certifications and proofs of completion will believe on the integrity of the content because they are based on extensive studies like proven pedagogies, theories and principles.

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