

PERCEPTION OF PROSPECTIVE TEACHERS TOWARDS MOOCs AS A DIGITAL LEARNING PLATFORM FOR STUDY HABITS

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Abstract: The massive growth of digital learning platforms in higher education institutions has led to more productive teaching and learning practices. MOOCs (Massive Open Online Courses) have emerged as an effective digital learning platform, especially in higher education institutions. Various courses available on MOOCs encourage prospective teachers to engage in academic enrichment and their professional development. Learners' study habits directly influence their educational and professional growth. Nowadays, prospective teachers are engaging in MOOCs for academic and professional development, which influences their study habits. Learners' study habits on digital platforms impact their educational growth. This study aims to explore prospective teachers' perceptions of MOOCs as a digital learning platform for developing study habits. Researchers focus on four significant dimensions of study habits: Goal Setting, Concentration, Academic Stress, and Examination Preparation. An open-ended questionnaire was used to collect data from prospective teachers and was sent via Google Forms. Researchers analysed 50 qualitative responses from respondents collected through an open-ended questionnaire. The findings reveal that the majority of respondents responded positively, stating that MOOCs, as digital platforms, help them achieve their goals, improve concentration, and reduce academic stress. However, MOOCs need to provide additional practice materials for examination preparation. There is a need for institutional support to maximise the benefit of MOOCs as a digital learning platform for prospective teachers.

Index terms: MOOCs, Digital Learning Platforms, Study Habits, Prospective Teachers, Perception

1. INTRODUCTION

Higher educational institutions have brought dynamic transformations in the use of digital technologies, leading to a significant revolution in traditional teaching and learning processes. To access quality education in institutions, digital learning platforms play a crucial role. Access to quality educational resources is free from all obstacles related to time and place. The emergence of Massive Open Online Courses (MOOCs) is the most influential development in this domain. MOOCs provide learners with access to a wide range of courses related to professional and academic development at free or low cost. Reputed institutions and universities offer these courses.

MOOCs serve as an effective means of academic enrichment for prospective teachers. It also encourages the development of teachers' pedagogical skills and continuous professional growth. It supplements content acquisition, which influences the study habits of prospective teachers. Learners' study habits influence how they set academic goals, manage time, concentrate on different assignments and tasks, cope with academic stress, and prepare for examinations. Efficient and effective study habits are essential for prospective teachers to develop their future educational and teaching competence.

2. REVIEW OF RELATED LITERATURE

MOOCs have emerged as a digital learning platform that promotes flexible learning. Several studies have highlighted that MOOCs support self-paced learning and goal-oriented learning. MOOCs allow learners to choose courses that align with their career aspirations. Researchers highlighted several literature studies on MOOCs and digital learning in higher education institutions, goal setting, concentration, academic stress, and examination preparation.

2.1 MOOCs and Digital Learning in Higher Education

Shokeen and Ishita (2024) conducted a study to examine the role of MOOCs and digital learning in transforming India's education system. The study revealed that MOOCs contribute to skill development and lifelong learning among higher education students. However, the study highlighted several challenges, including a lack of institutional support and limited digital infrastructure.

Munjal, Shukla, and Pujari (2022) conducted a study to examine digital learning innovations through Massive Open Online Courses (MOOCs) in higher education institutions. Researchers highlighted that MOOCs provide open access to high-quality educational resources that have transformed teaching and learning practices.

2.2 MOOCs and Goal Settings

Handoko, Gronseth, McNeil, Bonk, and Robin (2019) aimed to examine the relationship between goal-setting practices and course completion in Massive Open Online Courses (MOOCs). The study revealed that learners who set specific learning goals are more likely to complete MOOC courses than those without defined objectives. The study emphasised that learners' intrinsic motivation led to a

higher completion rate than external factors such as certification. The findings indicated that integrating goal-strategies into online courses can enhance learner retention and overall satisfaction.

2.3 MOOCs and Concentration

The concentration and learning efficiency of learners require a learner-centred instructional environment. MOOCs provide recorded video lectures, assignments, and interactive quizzes as instructional materials to accommodate individual attention spans and cognitive readiness. N. A. et al. (2025) stated that MOOCs significantly encourage learners in improving their self-paced learning abilities. However, challenges such as a lack of motivation and limited interaction with the instructor emerged as barriers to effective learning.

2.4 MOOCs and Academic Stress

Several studies have highlighted the role of MOOCs in learners' academic experiences in higher education institutions. As MOOCs provide a flexible learning environment that enables students to better manage their academic responsibilities.

Luo and Li (2024) aimed to investigate how academic and emotional support impact the sustained use of MOOCs. The study revealed that learners who received educational support, such as sustained instruction, feedback, and access to additional instructional resources, were more familiar with MOOCs and more likely to achieve learning outcomes. It highlights the importance of effective course content and of a favourable, emotionally supportive atmosphere for learners.

2.5 MOOCs and Examination Preparation

Examination preparation largely depends on the assessment and feedback mechanism. Learners' conceptual understanding and subject knowledge indicate how they grasp the course content. Several studies show that MOOCs are encouraging learners' conceptual understanding and subject knowledge. Jordan (2014) examined that MOOCs have contributed to knowledge acquisition for maintaining and imparting quality education among learners. However, the study highlighted that MOOCs lack a structured assessment system and continuous evaluation methods.

Onah, Sinclair, and Boyatt (2014) stated that insufficient practice materials, limited assignments, and inadequate feedback mechanisms reduce the effectiveness of MOOCs for examination-oriented learning. There is a need to develop subject expertise and pedagogical competence.

3. OBJECTIVES OF RESEARCH

- 3.1 To explore the perception of prospective teachers towards MOOCs in relation to goal setting.
- 3.2 To assess the perception of prospective teachers towards MOOCs with respect to concentration.
- 3.3 To analyse prospective teachers' perception towards MOOCs in relation to academic stress
- 3.4 To assess the prospective teachers' perception towards MOOCs with respect to examination preparation.

4. RESEARCH METHODOLOGY

The present study adopted a qualitative approach, followed by a descriptive research design, to obtain in-depth information by analysing responses from prospective teachers.

4.1 Methodology

This study adopted a qualitative research design to gain an in-depth understanding of prospective teachers' perceptions of MOOCs as a digital learning platform for study habits.

4.2 Population

The population consisted of prospective teachers from educational colleges affiliated with Guru Gobind Singh Indraprastha University.

4.3 Sample and Sampling Technique

The researcher took a sample of 50 prospective teachers by using purposive sampling.

4.4 Tools

Researchers developed an open-ended questionnaire to collect qualitative data focused on four major dimensions: goal setting, concentration, academic stress, and examination preparation. A Google Form was created and sent to the prospective teachers.

5. FINDINGS OF THE STUDY

5.1 Goal Setting

Researchers analysed responses from prospective teachers regarding goal-setting practices that lead to learners' study habits. It indicates that the majority of reactions believe MOOCs are beneficial for defining learners' academic goals.

At the same time, mixed responses indicated that MOOCs are inconvenient for achieving career goals. It reflects that some learners need guidance from their institution to align MOOCs with long-term career planning.

5.2 Concentration

Responses from prospective teachers indicate that multimedia resources, such as videos, presentations, and interactive content, help them focus and remain engaged. Flexible scheduling allows learners to study at their peak alertness.

However, some negative responses revealed challenges that discouraged procrastination. In an online learning environment, self-discipline remains a critical requirement. Therefore, individual self-regulation in study habits played a vital role.

5.3 Academic Stress

Researchers' interpretation of academic stress items indicates that MOOCs generally help reduce academic stress among learners due to their flexible nature. Assignments and expert feedback in MOOCs reduce learners' anxiety about academic progress. Learning resources in MOOCs help learners manage stress by improving conceptual clarity. However, balancing regular coursework with MOOCs remained a challenge for some prospective teachers.

5.4 Examination Preparation

Prospective teachers demonstrated a strong positive perception of MOOCs for examination preparation. MOOCs provide additional study and revision materials that reinforce conceptual understanding, supporting exam readiness for prospective teachers. Asking questions and seeking clarification from learners during MOOCs are supportive factors for examination readiness.

6. EDUCATIONAL IMPLICATIONS

6.1 Teacher education institutions may integrate MOOCs into their curricula to enhance the quality of education and foster an efficient and effective teaching-learning environment.

6.2 An institutional guidance and orientation program can help prospective teachers optimise the effective use of MOOCs as a digital learning platform.

6.3 To support examination preparation, the course must have more practice-oriented materials.

7. CONCLUSION

The study reveals that prospective teachers hold a positive perception of MOOCs as a digital learning platform for developing study habits. Effective contribution of MOOCs for developing goal-setting, concentration, reducing academic stress and preparation for examinations that lead to quality study habits among prospective teachers. Institutional support and assessment strategies are required to enhance the effectiveness. Integrating MOOCs into teacher education institutions can foster effective, efficient study habits among prospective teachers.

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