Perceived Benefit of XMOOCs in Knowledge Enhancement and Impact on Career Development: a Mixed-Method Study

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Abstract:

XMOOCs are a replication of traditional teaching in an online platform with recorded videos and online grading. XMOOCs provide an alternative medium for working professionals to enhance their academic portfolio without taking break from their profession. In this study, a mixed-method research design is adopted to understand the benefits perceived by working professionals enrolled in XMOOC type courses at a large private university in North India with respect to their skill development and the impact that such courses have on the students' career advancement. The University conducts XMOOC type courses using a virtual learning platform and has over 20,000 working professionals enrolled in more than 700 courses as of 2018. Phase one of the mixed method analysis incorporates open ended semi-structured questions using a Grounded Theory (GT) approach. Forty-five XMOOC students have taken part in the study. Several perspectives of the XMOOC students are elucidated from the responses using thematic analysis. The findings highlight specific areas where the XMOOCs have been found to be useful for knowledge enhancement as well as topics where the XMOOCs were found to be ineffective for knowledge dissemination. The phase 2 of the study involves using questionnaire survey to capture the actual benefit from completion of such courses in terms of receiving promotion at job. We would measure actual promotion happened after completion of the course from past students of the course and correlate the output with several factors such as course grade/CGPA, courses covered (technical/managerial), time to complete courses (regular/ extended), previous work experience, number of years in previous / current designation, age and gender as possible predictors of promotion. A logistic regression analysis will be conducted with 1000 randomly selected XMOOC students enrolled with the private university to test the proposed hypotheses.