Incorporating Self-Regulated Learning Elements in MOOC Design

Self-Regulated Learning (SRL) needs to be explicitly taught otherwise open education will only be useful for the strongest self-directed learners (Tuman, 1988).
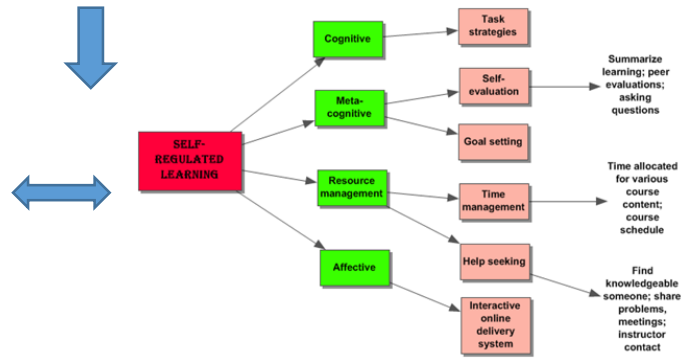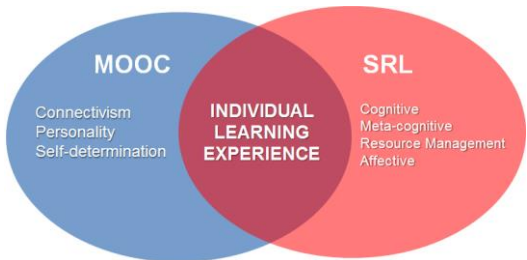
MOOC

- Large-scale online courses (Comier et al., 2010; Siemens, 2012)
- Low-context (Adeove & Wentling, 2007)
- Self-guided courses (McAuley et al., 2010)
- Designed for independent & cooperate learning (Mackness et al., 2010)

MOOC Learners

- Not all have quality learning experience when taking a MOOC (Kop, 2011)
- Autonomous & independent
- Able to make learning choices and decisions
- Take charge of learning process (Tschofen & Mackness, 2012)

SRL & MOOC Learners

- Lifelong learning skills
- SRL elements (Barnard, Lan, To, Paton, & Lai, 2009)
  - Goal setting
  - Time management
  - Task strategies
  - Environment structuring
  - Help seeking
  - Self-evaluation

Model of utilization of selected domains of SRL framework with indicators into designing a MOOC

The incorporation of SRL elements into MOOC design helps to increase MOOC completion rate by enabling MOOC students to familiarize, practice and enhance SRL skills during their MOOC study.