

Rapid Communities on MOOCs: Scaffolding the Social Presence in MOOCs by Communities of Practice

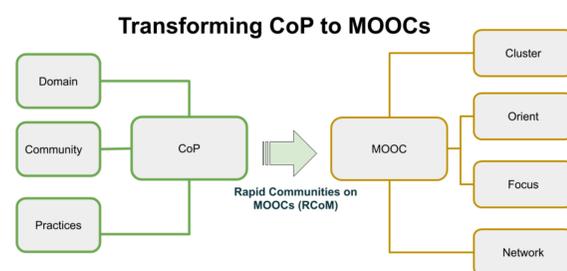


Introduction

MOOCs are facing challenges by its core design as it does not encourage engagements and lead to higher attrition.

- Learner Isolation.
- Lack of sense of belonging.
- No Collaboration and interactions among peers

Learners in online communities successfully collaborate and interact. A knowledge creating community introduced by Wenger et al – **Communities of Practices (CoP)**



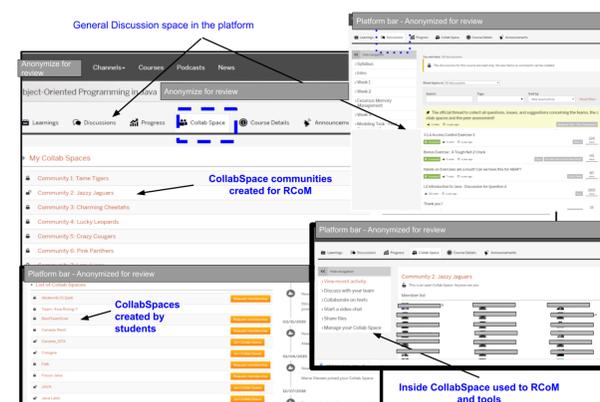
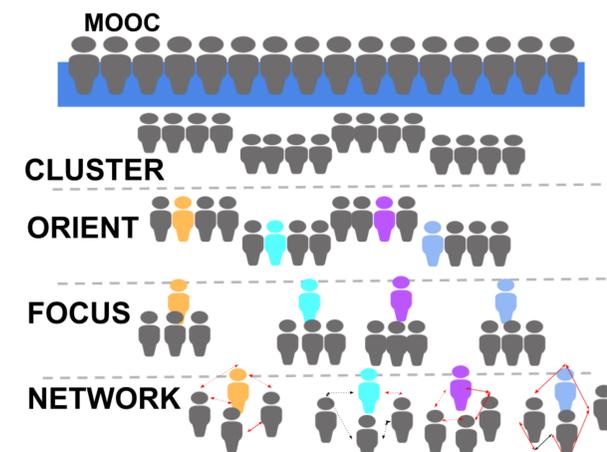
- RQ1 - Does the integrated RCoM to a MOOC impend social presence?**
- RQ2 - What are the behavioral differences of learners in RCoM oppose to the learners in the main course?**

Background

Previous research lacks to provide inclusive design to

- Provide Social presence
- Sense of Belonging

RCoM – Rapid Communities on MOOCs



Methods & Results

Case Study – Real MOOC – OpenSAP
Factor Analysis
Epistemic Network Analysis
Social Network Analysis

Table 2. Factor Analysis: Sum of Square and Variance of the 3 factors

	Cohesive Communication	Interpersonal Communication	Open Communication
SS loadings	2.101	1.832	1.377
Proportion Var	0.317	0.267	0.207
Cumulative Var	0.317	0.584	0.791

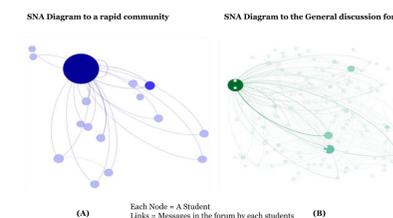
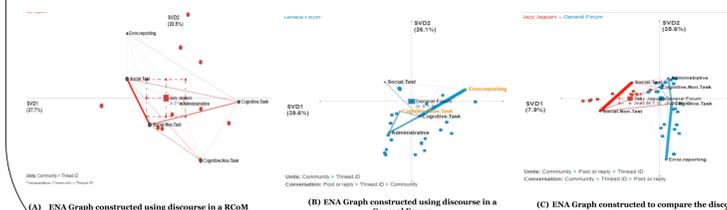


Table 3. The Social Network Analysis metrics derived from General forum network and RCoM

	General Forum Network	RCoM
Nodes	2458	137
Edges	14329	456
Density	0.02	0.038
Degree	0.14	0.06
Betweenness	0.183	0.212
Closeness	0.183	0.212
Clustering Coefficient's	0.107	0.08



Conclusion

RCoM impend Social presence
RCOM impend Sense of Belonging
Intervention lead to CoP and CoP transformed to MOOC by RCoM

Future Work

System design transforming RCoM to platform

References

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