Intention-Behavior dynamics in MOOC learning: What happens to good intentions along the way?

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MOOC-LEARNER INTENTIONS

Intention to complete (still) predominates when determining learner and MOOC success

<table>
<thead>
<tr>
<th>MOOC</th>
<th>Intention to finish</th>
<th>Other intentions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marine litter ES</td>
<td>62%</td>
<td>38%</td>
</tr>
<tr>
<td>Marine litter UK</td>
<td>56%</td>
<td>44%</td>
</tr>
<tr>
<td>Puberbrein</td>
<td>49%</td>
<td>51%</td>
</tr>
</tbody>
</table>

Examples of other intentions:
• Finish x number of weeks
• Just browse to see what a MOOC looks like
• Finish all activities in the last 3 weeks
• Etc....
TRANSLATION OF INTENTION TO BEHAVIOUR

Intention is one thing, actual behaviour is another

THEORETICAL GUIDELINE IS THE REASONED ACTION APPROACH

Intention not a perfect predictor for behaviour

LWMOOCS 2018 – MOOCs for all – A Social and International Approach
What happens with good intentions along the way?

1. Intention of the individual learner is the starting point
2. Learners can only find themselves in one state at a time
3. A triggering event is needed to transit from one state to another
FINDINGS

Invitation for participation send to 423 MOOC learners, 84 learners completed questionnaire

<table>
<thead>
<tr>
<th>Specific intention at the start?</th>
<th>N=84</th>
</tr>
</thead>
<tbody>
<tr>
<td>no</td>
<td>15%</td>
</tr>
<tr>
<td>yes</td>
<td>85%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Did intention change?</th>
<th>N=84</th>
</tr>
</thead>
<tbody>
<tr>
<td>no</td>
<td>70%</td>
</tr>
<tr>
<td>yes</td>
<td>30%</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Intention change more often than once?</th>
<th>N=25</th>
</tr>
</thead>
<tbody>
<tr>
<td>no</td>
<td>60%</td>
</tr>
<tr>
<td>yes</td>
<td>40%</td>
</tr>
</tbody>
</table>

Main reasons indicated for one or more changes of intention:

- Lack of time
- Work issues
- Family issues
- Technical issues (internet, software)
MOST MENTIONED BARRIERS TO LEARNING IN ONLINE LEARNING RESEARCH

- Lack of time
- Lack of interaction
- Insufficient academic knowledge
- Family issues
- Workplace issues

Mainly non-MOOC related barriers to learning

(Henderikx, Kreijns, Kalz, 2017b, Henderikx, Kreijns, Kalz (2018a))
TAKE AWAYS

01 Learning in MOOCs can indeed be a dynamical process for learners

02 A reason for the reformulation of intentions is the encounter of barriers to learning in MOOCs

03 These barriers to learning were predominantly non-MOOC related -> related to the individual learner
SOME INTERESTING QUESTIONS

01 What does the dynamical intention-behaviour process mean for measuring MOOC success? Which intention should be leading for measuring success?

02 How can we as researchers and/or assessors of MOOCs find out these intentions?

03 Would the intention-behaviour process be as dynamical in for credit MOOCs? Or Paid MOOCs?

04 How can learners be supported in reaching their individual intentions

Enough food for thought and future research
THANK YOU!

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