

# ROLES, STRATEGIES AND IMPACT OF MOOCS ON FLIPPING BUSINESS EDUCATION

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## ABSTRACT

In a globalized digital age, the creation of curriculum innovation, along with the way we deliver course content has a great impact on preparing and equipping students with the knowledge and skills needed to succeed in the workplace. The affordance of connectivity of Massive Open Online Courses (MOOCs) has provided new opportunities for higher education institutions to develop a more adaptive and strategic approach to online learning. The Industry 4.0 movement has reflected the needs of business educators to embrace the new trends and challenges in today's workplaces. To better utilize MOOCs in business education, it is important to take note of this shift and evolution and explore how MOOCs can be used to support university teaching and learning. As the use of MOOCs has been widely discussed and spread throughout educational disciplines, business educators need to evaluate the practicality of this learning environment and make its applications effective, while considering its pedagogical benefits and constraints.

## KEYWORDS

Business Education, Curriculum Design, MOOCs, Mixed Methods

## 1. PURPOSE OF THE STUDY

The goal of this study aims to provide visibility of curriculum design, implementation and evaluation as well as to link evidence-based educational research toward a better understanding of how students participate in MOOCs-supported course. To better transform business education, experimenting on combining competency-based curriculum with MOOCs helps facilitate integrated growth of business students through structured online activities in a flipped learning fashion (Al-Atabi and DeBoer, 2014; Li et al, 2015). Thus, we implemented a blended use of MOOCs in business classrooms with the hope that the blended usage bridges the gap between existing curriculum design and space in making a difference regarding learners' acquisition of relevant knowledge, competence and skills (Huang and Lin, 2017; Liu et al, 2014; Liyanagunawardena et al, 2013). This study investigated the following two questions: (1) How can MOOCs support university-level business curriculum design and accommodate different learning needs?, and (2) What are the learner perceptions and attitudes towards MOOCs use within the context of a university-level business course?

## 2. METHOD AND CONCLUSION

Mixed methods were employed to assess the data from both qualitative and quantitative perspectives (Johnson and Onwuegbuzie, 2004). The survey questionnaire and open-ended questions were adopted and modified from the conceptual framework, Unified Theory of Acceptance and Use of Technology, taking into account the learning environment in which MOOCs are adopted. Data collected from 120 undergraduate business students in a Taiwanese university coupled with their written reflections about the course experience were analyzed. The findings suggested that the practicality of blending MOOCs has to do with their course content design and also with their alignment to the existing curriculum objectives. Learners' intention to use MOOCs is influenced in particular by social influence and facilitating conditions. The study concludes with a

consideration of both the benefits and the challenges pertaining to this new approach of applying MOOCs for quality business education. In order to advance this mission, future research studies are expected to incorporate relevant learning community-based and psychological factors in demonstrating course quality and operational effectiveness of MOOCs.

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