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**Title: Chinese Learners' Satisfaction with MOOC: A Case Study**

**Statement of the Problem**

With the development of the network technology, online learning is becoming more and more popular. Massive Open Online Courses (MOOCs) are a new approach which is going to revolutionise learning. Massive Online Open Course (MOOC) is an online course that is free and open to anyone who wants to register (Butler, 2012). In 2011, the Stanford University launched an online course called “machine learning” which attracted one hundred thousand students. Later, the MOOC platforms such as Coursera, Udacity and edX were established. Under the impact of development of the MOOCs in America, institutions around the world attempted to establish their own MOOC platforms or seek cooperation with existing platforms.

The rapid development of MOOC provides huge opportunities to the users all over the world and meets a variety of educational demands. Until July 2015, Coursera has attracted more than one hundred million students all over the world. In China, MOOCs have also attracted a large number of students and many Chinese MOOCs projects were carried out. Although the idea of MOOCs has been a popular topic in China, systemic academic researches on a high quality basis turned out to be extremely insufficient. Based on the background, this study focuses on the investigation of experience of the Chinese users who have enrolled in MOOCs. It is learner focused and puts an emphasis on the satisfaction and online learning experience of Chinese learners in the context of MOOC.

**Purpose and Method**

This study conducts a case study research and provides a deep and rich description and interpretation of Chinese learners who have enrolled in MOOCs. In addition, it describes the impact and challenge that MOOC has brought to Chinese students and interprets the satisfaction and experience of Chinese users.

The main purpose of this study is to interpret goals and expectations of Chinese students who enrolled in MOOCs and whether they are satisfied with the instructional design of MOOC or not. Furthermore, this study also investigates how Chinese users can adapt and achieve the goals in an online learning environment.

This study adopts a case study method. In order to address the explorative questions, a mixed research method that involves the combination of quantitative and qualitative data collection methods will be used.

### **Study**

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| 09. 2012 - now    | Ph.D. student at the Heinrich Heine University, Germany           |
| 09.2003 - 07.2006 | Master's Degree in Education<br>Shandong Normal University, China |
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### **Career**

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| 07.2007-09.2012 | Introductory Physics Teacher at Shandong University of Science and Technology, China |
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