MOOCS AND ENTREPRENEURSHIP DEVELOPMENT: A COMPARATIVE STUDY ON BANGLADESH AND INDONESIA PERSPECTIVE

Mohammad Meraz Ahmed¹ & Khondoker Mokaddem Hossain²

¹School of Education, Bangladesh Open University, Bangladesh
email: mnmerazmkt@gmail.com
²Pro-Vice Chancellor, Bangladesh Open University, Bangladesh
email: mokaddemdu@yahoo.com

ABSTRACT

The purpose of the study was to explore the importance of Massive Open Online Courses (MOOCs) for entrepreneurship development in Bangladesh and Indonesia. The study also explored perception of faculty members of Bangladesh Open University (BOU) and Universitas Terbuka (UT), entrepreneurship development experts and tertiary level students of BOU and UT about MOOCs for entrepreneurship development. Data were collected from primary and secondary sources. 56 faculty members of BOU and UT, 4 entrepreneurship development experts, and 146 tertiary level students of BOU and UT were selected as respondents. These respondents were selected by using purposive sampling technique from different administrative divisions of Bangladesh and Indonesia. The data collection tools were survey questionnaire, focus group discussions (FGDs) and personal interviews. Data were analysed using SPSS software. The findings revealed that BOU had already developed their own LMS for delivering online programs like eM.Ed, eB.Ed and MOOCs. On the other hand, UT had online program as well as MOOCs. Policy recommendation of this study could provide strategic approach for effective use of MOOCs for entrepreneurship development purpose in Bangladesh and Indonesia.

Keywords: MOOCs, Entrepreneurship Development, Online Learning

INTRODUCTION

Bangladesh and Indonesia are highly populated country. Unemployment is a big problem for both countries. Entrepreneurship development could be a solution. Entrepreneurship is a wondrous human activity that cuts across all sectors and aspects of human existence. It is a broad and inclusive term, which serves as an umbrella concept for numerous phenomena [1]. At individual level, entrepreneurship is defined as the process of new business creation [2], commonly referred to as start-ups. Massive Open Online Courses (MOOCs) can play crucial role for enhancing entrepreneurship development and help build the
capacity of the young people to be entrepreneur with appropriate skills. MOOCs, a recent development in distance education, were first introduced in 2008 and emerged as a popular mode of learning in 2012 [3]. A Massive Online Open Course (MOOC) is a kind of online course that is free and open to everyone. It is a new approach that uses the power of the Internet to make courses available to hundreds of thousands of individuals [4]. There are many platforms which offer MOOCs courses like coursera, udacity, Edx, open learning. Entrepreneurial education is a relatively new field in higher education which has proliferated since the 1970s but really took off in the 1980s [4], with over 2,200 courses at over 1,600 institutions of higher learning offering classes in entrepreneurship, 100 funded centres, 277 endowed chairs, and 44 refereed academic journals [5]. Bangladesh and Indonesia can use MOOCs for entrepreneurship development purpose. Therefore, it is needed to know the importance of MOOCs for entrepreneurship development purpose according to the open and distance education teachers, entrepreneurship experts and tertiary level students of these countries and if they think that it is important then, it is needed to know how these countries can use MOOCs for entrepreneurship development purpose more effectively.

Objectives of the Study

The main objective of this study was to explore the importance of MOOCs for entrepreneurship development in Bangladesh and Indonesia. To address this aim, the sub-objectives were:
1. To examine the perception of open and distance education teachers i.e. faculty members of BOU and UT and entrepreneurship development experts about MOOCs for entrepreneurship development.
2. To identify strategic approach for effective use of MOOCs in entrepreneurship development purpose in Bangladesh and Indonesia.

METHODOLOGY OF THE STUDY

This survey study was focused on mix nature of data, i.e. quantitative and qualitative data, to achieve more descriptive and in-depth information from the key informants (i.e. faculty members of BOU and UT, entrepreneurship experts and tertiary level students of BOU and UT). A self-structured survey questionnaire was used to generate quantitative information, whilst focus group discussions (FGDs) and personal interviews were conducted to collect qualitative data in addition open ended part of questionnaire also provided qualitative data.
Study Population

All the open and distance education teachers, entrepreneurship experts and tertiary level students taking part in different administrative division in Bangladesh and Indonesia were included as the population of the study.

Sampling Procedure and Sample

Teachers of open and distance education i.e. faculty members of BOU and UT, entrepreneurship experts and tertiary level students of BOU and UT constituted the samples of this study. They were selected from active faculty members and current students of BOU and UT following a purposive sampling procedure. Multiple samples were used as shown in Table I.

| Respondents’ Category       | Sampling Technique | Number of Respondents | Total |
|-----------------------------|--------------------|-----------------------|-------|
|                             |                    | UT                    | BOU   |
| Faculty members             | Purposive sampling | 28                    | 28    | 56    |
| Tertiary level students     | Purposive sampling | 73                    | 73    | 146   |
| Entrepreneurship experts    | Purposive sampling | 2                     | 2     | 4     |

Method of data analysis

For data analysis procedure the study focused on a mixed method approach with qualitative and quantitative analytical techniques. The primary focus was quantitative data analysis as the importance of MOOCs for entrepreneurship development was explored. Descriptive and multi-level analysis was conducted by using SPSS. For qualitative part, “frequencies and occurrences of responses” was calculated and participants’ opinions has presented in a narration form [6].

RESULTS AND DISCUSSION

The findings showed that BOU had already developed their own LMS for delivering online programs like eM.Ed, eB.Ed and MOOCs. On the other hand UT had online as well as MOOCs courses.

Perception of the faculty members of UT and BOU about MOOCs for entrepreneurship development

The perception of faculty members of UT and BOU toward entrepreneurship development courses of MOOCs used a self-structured five point Likert scale containing strongly agree to strongly disagree with 15 statements for judging their attitude. Table II shows the consistency based on Alpa Cronbach value. Figure 1
indicates that perception of the faculty members of UT and BOU about MOOCs for entrepreneurship development were almost same.

TABLE II. ALPA CRONBACH VALUE

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|---------------------------------------------|------------|
| .921             | .931                                        | 15         |

1. I think that MOOCs is good way to acquire new knowledge of entrepreneurship

2. I think that entrepreneurship development courses of MOOCs has convenience in terms of own time and location

3. I think that repeatability of MOOCs is helpful for understanding the content of entrepreneurship development courses deeply
4. Entrepreneurship development courses of MOOCs gives new business ideas

5. Entrepreneurship development courses of MOOCs inspire students to become an entrepreneur

6. Entrepreneurship development courses of MOOCs helps students to acquire business skills

7. Entrepreneurship development courses of MOOCs helps students to start own business
8. Entrepreneurship development courses of MOOCs helps an entrepreneur for lifelong learning

|                | DOU | UT |
|----------------|-----|----|
| Strongly Agree | 11.6% | 32.1% |
| Agree          | 3.1%  | 50.0% |
| Not sure       | 3.6%  | 35.7% |
| Disagree       | 3.0%  | 3.8%  |
| Strongly Disagree | 0.0%  | 0.0%  |

9. I think that entrepreneurship development courses of MOOCs will create entrepreneurs in Indonesia and Bangladesh

|                | DOU | UT |
|----------------|-----|----|
| Strongly Agree | 3.6%  | 25.0% |
| Agree          | 18.7% | 48.1% |
| Not sure       | 20.6% | 25.0% |
| Disagree       | 3.6%  | 0.0%  |
| Strongly Disagree | 0.0%  | 0.0%  |

10. I think that by using MOOCs UT and BOU can create entrepreneurs at low cost

|                | DOU | UT |
|----------------|-----|----|
| Strongly Agree | 4.3%  | 32.1% |
| Agree          | 14.3% | 53.6% |
| Not sure       | 14.3% | 39.3% |
| Disagree       | 3.0%  | 0.0%  |
| Strongly Disagree | 0.0%  | 0.0%  |

11. I think that by using MOOCs UT and BOU can create entrepreneurs very shortly

|                | DOU | UT |
|----------------|-----|----|
| Strongly Agree | 0.0%  | 25.0% |
| Agree          | 17.3% | 48.4% |
| Not sure       | 17.3% | 39.3% |
| Disagree       | 7.1%  | 14.3% |
| Strongly Disagree | 0.0%  | 3.0%  |
12. I think that by offering MOOCs UT and BOU can create a large number of entrepreneur in Indonesia

|                      | BOU | UT |
|----------------------|-----|----|
| Strongly Agree       | 58.8% | 14.3% |
| Agree                | 42.0% | 35.7% |
| Not sure             | 28.6% | 39.3% |
| Disagree             | 14.3% | 17.9% |
| Strongly Disagree    | 5.0%  | 7.1%  |

13. I think that entrepreneurship development courses of MOOCs will gain rapid popularity among the tertiary students of Indonesia and Bangladesh

|                      | BOU | UT |
|----------------------|-----|----|
| Strongly Agree       | 14.3% | 14.3% |
| Agree                | 51.1% | 55.7% |
| Not sure             | 39.3% | 33.3% |
| Disagree             | 10.0% | 10.0% |
| Strongly Disagree    | 3.6%  | 3.6%  |

14. I think that by offering entrepreneurship development courses of MOOCs UT and BOU can solve unemployed problem of Indonesia and Bangladesh

|                      | BOU | UT |
|----------------------|-----|----|
| Strongly Agree       | 32.1% | 32.1% |
| Agree                | 35.7% | 35.7% |
| Not sure             | 25.0% | 25.0% |
| Disagree             | 14.3% | 14.3% |
| Strongly Disagree    | 0.0%  | 0.0%  |

15. I think that Indonesian and Bangladeshi students has enough technical support for receiving entrepreneurship development courses of MOOCs

|                      | BOU | UT |
|----------------------|-----|----|
| Strongly Agree       | 40.0% | 40.0% |
| Agree                | 39.3% | 39.3% |
| Not sure             | 21.4% | 21.4% |
| Disagree             | 7.1%  | 7.1%  |
| Strongly Disagree    | 1.5%  | 1.5%  |

Source of data: Primary data collected from field work from October 2018 to June 2019

Figure 1. Perception of Faculty Members Toward Entrepreneurship Development Courses of MOOCs
Strategic Approach for Effective Use of MOOCs in Entrepreneurship Development Purpose in Bangladesh and Indonesia

- Participants from BOU believe that BOU should introduce MOOCs courses of entrepreneurship development. BOU should use both Bangla and English language as medium of instruction.
- Participants from BOU also believe that BOU should ensure faculty members and other technical person to be skilled enough in running MOOCs courses and this can be done by trainings and collaborations with other organizations and universities which has already experience in running MOOCs courses like UT.
- BOU should develop bandwidth internet connection and other technical facilities needed for MOOCs program.
- BOU should arrange workshops, seminars, symposiums and conference for building awareness on MOOCs among the faculty members and concerned parties of BOU.
- For promoting MOOCs among the students, BOU can arrange events, gives advertisement in social media, can use TV, radio, as well as internet and print media.
- The Government of Bangladesh should develop technological infrastructure all over the country.
- UT should also arrange workshops, seminars, symposiums and conference for building awareness about MOOCs and their own MOOCs among the faculty members and concerned parties of UT.
- UT should make faculty members and other technical person to be skilled enough for running MOOCs courses and this can be done by trainings.
- UT should introduce entrepreneurship development courses of MOOCs by using Edx platform.
- UT should use both English and Indonesian language as medium of instruction for MOOCs courses of entrepreneurship development.
- UT can promote MOOCs among the learners by arranging events, gives advertisement in social media specially in Instagram, use TV, radio as well as internet and print media of Indonesia. UT can also use display board of railway stations and airport for promoting MOOCs.
- UT should develop internet system as well as other technical facilities which are necessary for running MOOCs courses not only in main office but also in regional offices.
- UT should offer entrepreneurship development courses of MOOCs on 50% face to face and 50% online basis and also can arrange tutorial sessions once in every two weeks.
- UT should create a team of faculty members who will be responsible for running MOOCs courses.
- The Government of Indonesia should develop technological infrastructure all over the country specially in the remote islands.

CONCLUSIONS

This study can be concluded that both universities should introduce MOOCs courses of entrepreneurship development. Before introducing MOOCs courses both universities should take initiatives for the development of faculty members and infrastructure. For the smooth management and further development of MOOCs courses both universities should have plan of action. The findings of this study are helpful for policy makers for taking necessary steps of introducing and maintaining MOOCs courses of entrepreneurship development. The finding also has implications for policy makers in that it is providing relevant information regarding the problems, prospects and implementation of MOOCs for entrepreneurship development in Bangladesh and Indonesia. The findings are also expected to provide an insight into importance of MOOCs for entrepreneurship development of other developing countries and indicate strategies for improvement.

REFERENCES

1. Zur, Agnieszka, 2014. “Entrepreneurial Education for Social Responsibility,” Przedsiebiorczosc – Edukacja., 10:346-353.
2. Timmons, J.A. 1985. New Venture Creation. Homewood Illinois.
3. Kim, B., Ying, W., Pushpanadham, K., Yamada, T., Lee, T., Fadzil, M. and Gil-Jaurena, I. 2015. “MOOCs and Educational Challenges Around Asia and Europe,” doi:ISBN 978-89-20-01809-1(93370) IAL(Institute for Adult Learning) Singapore Sg. (n.d.). Retrieved from https://www.udemy.com/user/ialsg/
4. Katz, J.A. 2003. “The Chronology and Intellectual Trajectory of American Entrepreneurship Education,” Journal of Business Venturing., 18(2):283-300.
5. Finkle, T.A., Kuratko, D.F. and Goldsby, M.G. 2006. “An Examination of Entrepreneurship Centers in the United States: A National Survey,” Journal of Small Business Management., 44(2):184-206.
6. Cohen, L. Manion, L. and Morrison, K. 2007. Research Methods in Education. 5th Ed. London: Routledge Falmer.
7. Gyles, C. 2013. “Is There a MOOC in Your Future?,” Canadian Veterinary Journal., 54(8): 721-724.