

Massive Open Online Courses (MOOCs) in Rural and Marginalized Area: Evaluation and Impact

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ABSTRACT By introducing Massive Open Online Courses (MOOCs), online learning has taken another dimension. It has also become a significant teaching and learning resource base. This study aimed at investigating the use of MOOCs in rural and marginalized areas. A quantitative approach was adopted by using a self-structured questionnaire for this study to gather information from the respondents and to access the awareness and the use of Massive Open Online Course (MOOCs) in Alice community, Eastern Cape, South Africa. Data collected and gathered were analyzed with the Statistical Package for Social Sciences (SPSS). The study revealed amongst others the efficacy of MOOCs in fostering teaching and learning in rural and marginalized areas. This research concludes that MOOCs are a veritable medium for everyone who wishes to obtain a degree or certification. The study, therefore, recommends that people in rural and marginalized areas should fully embrace MOOCs platforms, and also, awareness programs about its benefits should be circulated across the municipalities nationwide.