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Abstract

opportunities to a global audience. However, evidence suggests that only a small proportion of MOOC participants go on to complete their courses and relatively little is understood about the MOOC design and implementation factors that influence retention. This paper reports a survey study of 379 participants enrolled at university in Cairo who were encouraged to take a MOOC of their own choice as part of their development. 122 participants (32.2%) went on to complete an entire course. There were no significant differences in completion rates by gender, level of study (undergraduate or postgraduate) or MOOC platform. A post-MOOC survey of students' perceptions found that MOOC Course Content was a significant predictor of MOOC retention, with the relationship mediated by the effect of content on the Perceived Effectiveness of the course. Interaction with the instructor of the MOOC was also found to be significant predictor of MOOC retention. Overall these constructs explained 79% of the variance in MOOC retention.

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