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 onto 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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