

Online interaction in public speaking course: Implementation and challenges of MOOC in students exchange program

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ABSTRACT

Three types of online interaction: Learner-Instructor; Learner-Learner; and Learner-Content, were facilitated profoundly during the public speaking class in the massive open online course using the SPADA-DIKTI learning management system. This paper explores in-depth how the online interactions occurred, the challenges, and the students' responses toward the program. The classroom setting was done fully online during one semester that consisted of 16 meetings and was participated by 40 university students throughout Indonesia. The learner-content is the most dominant interaction since the course was conducted fully online and learners completed several assignments based on the timeline. There were enough portions for learner-instructor interaction via the conference meeting class and social media group chat that allowed students to consult with the instructor directly. Although there are peer activities related to assignments and assessments, learner-learner interaction is the least happening since it can only be controlled during online synchronous meetings. Despite the students' enthusiasm for joining the course, the course objectives were not completely achieved. Only 50 % of the students passed the course and managed to complete the course learning activities. Some issues related to the workload of assignments, student motivation, and autonomous learning attitude in online courses have become problems.

Keywords: *Public speaking; MOOC; Online interaction; LMS (SPADA-DIKTI)*

1. Introduction

Massive Open Online Courses (MOOCs) have gained significant attention in recent years as a flexible and accessible learning option. Central to the success of MOOCs is the facilitation of online interaction, which plays a crucial role in engaging learners, promoting collaborative learning, and enhancing the overall learning experience. Online interaction is a critical component of MOOCs, enabling learner engagement, collaborative learning, and the development of a sense of community. Understanding the dynamics of online interaction in MOOCs can inform instructional design and help optimize the learning experience for participants in these open online courses. Therefore, it is significant to explore emerging trends and best practices in online interaction within the evolving landscape of MOOCs.

A similar study found three types of online interaction affecting student satisfaction in online learning: learner-content, learner-instructor, and learner-learner besides perceived usefulness and ease of use. It suggests that learning at the university level prioritizes these interactions, creates engaging content, fosters strong relationships, and promotes collaboration. Technology factors, like perceived usefulness and ease of use, should be considered in online learning platforms to improve the quality of online education during the COVID-19 pandemic (Dharmadjaja & Tiatri, 2021).

This study is intended to explore the MOOC program called PMM-DN (Pertukaran Mahasiswa Merdeka-Dalam Negeri), the online students exchange program held by the Ministry of Higher Education in Indonesia. The Program determines to enhance equal access to quality education in higher education institutions. Through its online learning system, SPADA provides an opportunity for students from one specific university to take high-quality courses from other universities, and the credits earned can be recognized by the university where the student is enrolled. It is a students' exchange program that uses SPADA-DIKTI (Sistem Pembelajaran Daring-Direktorat Pendidikan Tinggi) as the online learning platform. SPADA is an LMS provided by the directorate general of learning and student affairs of the Ministry of Research, Technology, and Higher Education.

These online courses have also found their place in students' exchange programs, providing opportunities for students from different universities to engage in diverse learning experiences. This article focuses on the implementation of a MOOC in a university student exchange program in Indonesia, specifically examining a public speaking course. The study explores the online interactions that took place during the course, the challenges encountered, and the student's responses to the program. By understanding the dynamics and complexities of online interactions in this context, educators and program coordinators can enhance the learning experience for students participating in similar programs.

With the rapid advancement of technology, online education has become an integral part of modern learning methodologies. Massive Open Online Courses (MOOCs) have gained popularity for their accessibility and flexibility, offering students

the opportunity to participate in diverse educational programs, including public speaking courses. This study aims to examine the implementation of a public speaking course using the SPADA-DIKTI learning management system, focusing on the three types of online interactions - Learner-Instructor, Learner-Learner, and Learner-Content. Additionally, the challenges faced during the program, the student's outcomes, and responses to the course are explored. To meet the objectives of the study, some research questions are formulated as follows: (1). What kinds of learning activities are found in three types of online interactions in online public speaking courses in SPADA-DIKTI? (2). What are the outcomes, challenges, and students' response toward the course?

2. Literature review

2.1. Online public speaking course

Speaking has been a crucial skill to show a learner's talent in English. Many studies investigated kinds of approaches and methods to enhance learners' speaking competence, one of them being through public speaking courses and speaking clubs. Frequent practice and speaking interaction are proven to be the most effective method that improves learners' speaking ability in many settings of speaking activities (Asadnia & Atai, 2022; Chien et al., 2020; Puluhulawa et al., 2022). Another study reveals the Toastmasters Speaking Club generated a model and strategic plan to guide members to become expert public speakers through the club's activities, goals, atmosphere, and mentorship. It concludes that speakers need commitment, consciousness, consistency, and challenge to develop their speaking skills (Abella & Cutamora, 2019).

Several studies proved that technology also facilitates multimodal speaking interaction and helps learners communicate with their peers orally and directly. Some online tools facilitate speaking courses like Google Classroom and Microsoft Teams where they have speaking interaction via conference tools (Dieni & Mahanani, 2022; Duran, 2020). Blog as a learning journal supports students' reflection and communication in realistic circumstances in public speaking class. The findings show that students enjoyed the use of computer tools in their lessons and most of them expressed their wish to see blogging used more widely (Quadir et al., 2022). Additionally, a newly designed prototype was developed involving three aspects of a constructivist learning environment: pedagogical, social, and technological in enhancing students speaking skills in online public speaking in higher education settings (Asadnia & Atai, 2022; Yeh & Lai, 2019). In short, the activities of public speaking learning interactions are possible to be conducted in an online setting supported by effective learning methods and technological applications.

2.1. Learning management system (LMS)

LMS is another innovation and development of technology application that is used in ELT contexts. The *initial* term of a learning management system is formed by a web-based or virtual learning environment, some educators also know it as a learning platform.

There were many studies on online learning platforms or web-based learning environments that support remote learning like Canvas, Blackboard, and other virtual agent applications like ELIZA (Baldwin & Ching, 2019; Chirumamilla & Sindre, 2021; Song et al., 2019). The emergence of electronic and online learning platforms as learning management systems has replaced the role of traditional face-to-face classroom learning activities. LMS is trying to propose teaching-learning activities through a fully web-based online learning platform that can replace traditional classroom settings. A recent study found that both high and low-proficiency groups improved speaking fluency, vocabulary, and accuracy in meaning negotiation processes, while the low-proficiency group showed significant progress in pronunciation and comprehension. Means negotiation provided ample language output for oral skills practice in synchronous computer-mediated communication in English-speaking classes in Taiwan (Yeh & Lai, 2019).

LMS gives a chance for educators and learners to do massive online courses, where teachers and students from many different areas can join and get the same equal education and information at the same time with the support of the internet. A learning management system as a new platform of classroom management allows teachers and students to interact, communicate, share, score, and do other basic classroom activities online, including online speaking interaction. On the other hand, teachers and students still must overcome the main weakness of LMS implementation regarding internet access and capacity which sometimes causes trouble during the online session.

2.2. *Online interaction*

Many studies analyse three different types of interaction in distance education, including learner-content interaction, learner-instructor interaction, and learner-learner interaction (Dharmadjaja & Tiatri, 2021; Kumtepe et al., 2019). They highlight the need for educators to understand and utilize these different types of interaction to enhance the effectiveness of distance education programs. Personalized training and the potential for technology are beneficial to improve interaction in distance education. Universities should prioritize these interactions, create engaging content, foster strong relationships, and promote collaboration. Technology factors, like perceived usefulness and ease of use, should be considered in online learning platforms.

A study found that online interaction in a social learning environment can effectively promote critical thinking skills among students by creating opportunities for meaningful interaction and collaboration. Students can engage in deep learning and develop higher-order thinking skills that will lead to the improvement of teaching and learning quality in various educational settings (Hussin et al., 2019). Additionally, users who struggle with face-to-face communication may find online social interaction to be a more comfortable and preferred alternative. Designers of social networking sites can take into account the influence of social norms and the popularity of online social interaction among an individual's social circle to enhance the user experience and engagement on their platforms (Chen & Yeh, 2021; Duran, 2020; Maletić et al., 2019; Wu et al., 2022).

Another study suggests that online school can have ambivalent and heterogeneous influences on subjective well-being. The study highlights the need for further research to understand the controversies and impacts of online learning on well-being, particularly among different groups such as students from rural areas, boys, male teachers, and disadvantaged groups (Hosszu et al., 2022). The learner-content interaction, learner-instructor interaction, and learner-learner interaction affect students' satisfaction with online learning. Perceived usefulness and perceived ease of use are some factors that impact satisfaction. Therefore it is suggested to conduct future research with a large sample size from various universities and observe new communication platforms (Dharmadjaja & Tiatri, 2021).

Learners' interaction quality in online course participation can be measured from the length and frequency of the online course access, discussion, and final grades from the learning management system used. Synchronous learner interaction can be seen from the quantity and quality of the conversation logs with the peers and teacher. Most of the research results show that the frequency and length of course access, the quality and quantity of asynchronous discussion, and the quality of synchronous conversation with peers and teachers were significantly associated with the learner's achievement.

2.3. Massive open online courses (MOOC)

The result of the study showed that English language teachers in Iraq have a positive attitude toward using Massive Open Online Courses (MOOCs) for teaching and learning English. The findings indicated that teachers believed that poor internet connection would not influence their motivation to stay engaged in online courses. They also expressed confidence in their ability to complete their work even with online distractions. The study concluded that the pandemic of COVID-19 has had a positive influence on Iraqi English language teachers' development in internet and application use, leading them to explore and implement various teaching applications and programs (Yaseen & Demir, 2021).

Another study emphasizes the need for technology integration in education, particularly in the form of MOOC-based e-learning, to address the shortcomings of current online learning methods and enhance student interest and participation in physics learning. The result of the study showed that the majority of students agreed that learning would be more interesting and fun if it was integrated with a system that can be accessed through a smartphone or laptop with an internet connection (Febrian et al., 2021).

The result of the study suggests that the perceived usefulness and ease of use of MOOC systems may impact students' perceptions about utilizing MOOC systems. The study emphasizes the importance of understanding the antecedents of knowledge management and their influence on MOOC use intention in the educational environment. The implications include the need for future studies to consider diverse samples from different universities and to expand the model to include other components such as contentment with the system and confirmation (Alyoussef, 2023).

Overall, this study highlights the potential of MOOCs as an advanced technique for studying the English language and emphasizes the importance of incorporating technology in language education. By leveraging MOOCs, teachers can enhance their teaching practices and provide students with opportunities for self-learning and access to courses taught by well-informed teachers from around the world.

3. Method

The study used an in-depth qualitative study to examine the implementation of an online public speaking course within a student exchange Program, focusing on online interactions and challenges encountered. The participants in this study were 40 university students from various regions in Indonesia who enrolled in the online public speaking course. The selection of participants was based on their participation in the Students Exchange Program and their willingness to take part in the course. The participants were diverse in terms of their educational backgrounds, place of origin, academic disciplines, and prior public speaking experiences. Informed consent was obtained from all participants, ensuring their voluntary participation and confidentiality of their responses. This study adhered to ethical guidelines regarding data privacy and protection.

The online interactions were captured using the SPADA-DIKTI application, which facilitated the course activities and allowed for tracking of learner-content, learner-instructor, and learner-learner interactions. Data on the frequency and duration of interactions, participation levels, and engagement patterns were collected throughout the course duration and calculated to examine the patterns and levels of different types of interactions. This analysis provided insights into the dominance of learner-content interaction and the extent of learner-instructor and learner-learner interactions.

A survey questionnaire was administered to the participants to gather their feedback and responses regarding the online interactions and challenges faced during the course. The survey included Likert-scale questions to assess learner problems, feelings, perceived ease, and engagement in several online learning activities and projects. Open-ended questions were also included to capture qualitative insights and participants' suggestions for course improvement (see Appendix 2). Additionally, data on course completion rates and participants' performance were collected and analysed to see the outcomes of the course. This included information on the number of assignments completed, grades achieved, and the overall course pass/fail rate.

4. Findings and discussion

This study explores the public speaking course conducted through the SPADA-DIKTI learning management system that was designed to provide students from various universities across Indonesia with the opportunity to exchange ideas and experiences in a fully online classroom setting. The course was followed by 40 second-year university students, 8 males, and 32 females from a variety of different majors. They are from 34 different universities and 20 provinces across the country from the islands of Sumatra to

Papua. Table 1. shows the demographic data of the MOOC participants of the Online Public Speaking Course in SPADA-DIKTI LMS.

Table 1

Demographic data of MOOC participants.

Category	Items	Frequency (f=40)	Percent (100%)
Gender	Male	8	20
	Female	32	80
Major	English Department	15	37.5
	Science and Technical Department	8	20
	Education Department	8	20
	Social and Economy Department	9	22.5
University	Private University	30	75
	Government University	10	25
Origin	Sumatra	11	27.5
	Jawa	17	42.5
	Kalimantan	3	7.5
	Nusa Tenggara	1	2.5
	Sulawesi	7	17.5
	Papua	1	2.5

The course spanned one semester, comprising 16 virtual synchronous and asynchronous class activities. Synchronous Interaction includes video conferences, allowing learners to engage in real-time discussions, Q&A sessions, and interactive activities during virtual meetings. Synchronous interaction promotes immediate feedback, social presence, and a sense of community. The asynchronous interaction, often facilitated through discussion forums, enables learners to engage in ongoing discussions, share resources, and collaborate through the LMS at their own pace. This form of interaction through an online learning platform promotes reflection, and knowledge sharing, and extends the learning beyond the course timeline. Table 2. shows that three types of online interactions facilitate effective learning and communication in the course implementation: Learner-Instructor, Learner-Content, and Learner-Learner Interactions in synchronous and asynchronous modes.

Table 2

Demographic data of MOOC participants.

Interaction Types	Synchronous (6 course times)	Asynchronous (10 course times)
Learner – Content	<ul style="list-style-type: none"> • Live Lectures or Presentations (<i>Zoom, G-Meet</i>) 	<ul style="list-style-type: none"> • Reading Materials Resources (G-Drive) • Video Lectures (YouTube)

	<ul style="list-style-type: none"> • Q & A Sessions (Online Discussion board) • Interactive Polls or Quizzes (<i>Jam board, Mentimeter, Tricider</i>) • Real-Time Demonstration or Simulation (<i>Cue-Prompter Speaking Practice</i>) 	<ul style="list-style-type: none"> • Online Modul (SPADA-LMS) • Online Material resources (Websites) • Discussion Boards (SPADA-LMS) • Assignments/Project Submission (Blog) • Online Peer Assessments and Quizzes • Self-paced Learning
Learner – Instructor	<ul style="list-style-type: none"> • Instructional Presentation • Live Q&A sessions • Facilitated Discussions • Real-time Feedback 	<ul style="list-style-type: none"> • Announcements or Updates (<i>Whats App</i>) • Email Communication • Discussion Forum (SPADA-LMS) • Assignment Instruction and Feedback (SPADA-LMS; <i>Blog, YouTube</i>) • Online Office Hour
Learner – Learner	<ul style="list-style-type: none"> • Role-play or Simulations • Group Discussion (Breakout room) 	<ul style="list-style-type: none"> • Group Assignment • Peer Assessment

4.1. Learner-content interaction

Numerous activities occurred in the learner-content interaction of online public speaking classes in a synchronous and asynchronous setting. The specific forms of interaction depend on the instructional strategies, tools, and technologies used in the synchronous environment. The goal is to create opportunities for learners to actively engage with the content, ask questions, receive feedback, and apply their knowledge during online interactions.

Learner-content interactions in the synchronous mode were facilitated in several methods: *Live lectures*: The instructor delivered live lectures or presentations, sharing content like slide presentations, multimedia resources, and demonstrations directly with learners in real time. *Q&A sessions*: learners engaged in synchronous question-and-answer sessions with instructors. They could seek clarification, ask questions, and discuss specific content-related topics of public speaking. *Interactive polls or quizzes*: Through this activity, the instructor assessed learners' understanding of the content and promoted active participation. Instructors posted questions, and learners could respond in real-time, providing immediate feedback and fostering learner-content interaction. *Real-time demonstrations or simulations*: The instructor illustrated concepts or processes of becoming a good public speaker. These forms of learner-content interaction allow learners to observe and engage with the content actively in a real-time setting.

Meanwhile, the learner-content interaction in the asynchronous mode was facilitated through the following activities that demand students to study autonomously: *Reading Materials*: learners engaged with written materials such as textbooks, articles, e-books, or digital readings which are stored in G-drive and allow students to access them at any time. They could download and take notes while reading to interact with the content. *Video lectures*: learners watch pre-recorded video lectures or instructional videos that provide explanations, demonstrations, or presentations of the content in the asynchronous class schedule. They could pause, rewind, and re-watch videos to interact with the content at their own pace. *The online module*: The instructor has designed the module to present content in a structured manner.

Learners worked through modules, completed activities, quizzes, or assessments, and interacted with the content within the module. *Discussion forums or boards*: Learners participated in asynchronous discussions related to the content through discussion forums or boards. They could post questions, respond to prompts, share ideas, and engage in discussions with peers or instructors. *Assignments/Project Submission*: Learners involved with the content by completing the assignment consisting of 10 kinds of public speaking performance videos. Each student must upload their video to their personal YouTube channel and post the link in their personal Blog so that their friend can access them later for the peer assessment activities. These assignments allowed learners to analyse, apply, or critically reflect on the content they have learned. *Online Peer Assessments or Quizzes*: Learners interacted with the content through online assessment rubrics that were provided by the instructor in the course module. Every student should do a peer assessment of their friend speaking video within the group. Each group consists of 4 students and they must assess one topic of a public speaking video. *Self-paced Activities*: Learners engaged with self-paced activities such as self-guided tutorials, self-assessments, or practice exercises. These activities allow learners to interact with the content and gauge their understanding at their own pace.

Given the online nature of the course, learner-content interaction synchronously and asynchronously emerged as the most dominant form of interaction. Students engaged with the course material and completed various assignments based on a predetermined timeline. The use of digital resources and multimedia content allowed learners to access information conveniently, enabling them to learn at their own pace and convenience.

The analysis of online interaction data revealed that learner-content interaction was the most dominant form of interaction in the online public speaking course. This can be attributed to the course being conducted fully online, where learners engaged with course materials and completed assignments based on a designated timeline. The availability of course content and resources facilitated independent learning and self-paced progress. On the other hand, learner-instructor interaction occurred through conference meetings and social media group chats, allowing students to seek guidance and consultation directly from the instructor. This type of interaction provided valuable support and feedback, enhancing the learning experiences, and addressing individual

learning needs. However, the limited opportunities for learner-learner interaction during synchronous online meetings hindered collaborative learning and peer feedback, which are crucial elements in public speaking development.

In line with the results of this study, it is concluded that learner-content interaction is the most fundamental type of interaction in online learning, and it plays a crucial role in the efficacy, efficiency, and attraction of distance education systems. The study also suggests that implementing various types of learner-content interaction activities can support and enrich content-specific interaction, especially in online learning environments with independent learners (Kumtepe et al., 2019). Another study found that generative tasks positively affect listening regulation, and deeper listening to others predicts more positive posts, while informed breadth predicts more support (Wise & Hsiao, 2019). Incorporating multimedia elements, such as videos, website links, and interactive simulations enhance learners' engagement and understanding of the content.

4.2. *Learner-instructor interaction*

There are various forms of learner-instructor interaction in a synchronous setting, where learners and instructors engage in real-time communication. *Instructional Presentations*: Instructors delivered instructional presentations in real-time, sharing content, explanations, demonstrations, or examples to support learners' understanding of the topics taught in the public speaking course. Learners interacted with the instructor through questions or comments during the presentation. *Live Question-and-Answer (Q&A) Sessions*: Learners asked questions directly to the instructor in real-time, and the instructor provided immediate responses, clarifications, or explanations during the Zoom meetings. *Facilitated Discussions*: The instructor facilitated synchronous discussions, posing questions, guiding conversations, and encouraging learners to share their thoughts, perspectives, and insights during live discussions. *Real-Time Feedback*: Instructors provided real-time feedback to learners on their work, responses, or performances during synchronous activities such as students' live performances and presentations during Zoom meetings. These forms of learner-instructor interaction in a synchronous setting provide opportunities for immediate support, personalized guidance, and active engagement with the instructor. Learners could directly interact with the instructor, receive feedback, clarify doubts, and engage in collaborative or individual interactions to enhance their learning experience.

Some other various forms of learner-instructor interaction in an asynchronous setting in which learners and instructors do not engage in real-time communication are shown in the following activities. *Announcements or Updates*: Instructors provided regular announcements or updates through a WhatsApp group and SPADA LMS announcement feature. These asynchronous interactions inform learners about course-related information, reminders, or changes. *Email Communication*: Learners could also engage in asynchronous communication with instructors through email. Learners could ask questions, seek clarification, or share their progress, and instructors can provide

personalized responses, feedback, or additional resources. *Discussion Forums or Message Boards*: The instructor routinely controlled the discussion on the message board that is provided in the LMS in asynchronous mode, where learners could post questions, share ideas, or seek clarification. The instructor gave responses and feedback daily at a flexible time. *Assignment Feedback*: The instructor provided written feedback on the student's weekly assignment projects. Learners receive instructor comments, suggestions, and guidance asynchronously, allowing for a constructive dialogue between learners and instructors. *Online Office Hours*: The instructor set rules that students could send questions or request support during office hours to make the learning process organized and the instructor could respond to them asynchronously.

Learner-instructor interaction in an online setting should be designed to provide personalized guidance and support to the students. Regular conference meetings and social media group chat sessions allowed learners to consult with the instructor directly. This direct engagement with the instructor fostered a supportive learning environment, allowing students to seek clarification and receive feedback on their progress.

A recent study explores how learners respond to online live lectures and suggest that a lecturer should manage complex dynamics of interaction in EMI online lessons by presenting a 4-stage pattern, highlighting simultaneous student participation and how stages overlap, extend, and repeat. Emphasize the importance of enhancing student engagement through interaction, addressing online context limitations, and using various discourse strategies. Address students' silence and promote multimodal interactive discourse, using genre-based pedagogy and emotional intelligence (Querol-Julián, 2023). In synchronous classes, social presence, perceived learning, and class enjoyment are higher than in asynchronous classes. Instructor social presence is more strongly associated with subjective course gains than peer social presence. Social presence mediates the relationship between active learning activities and certain subjective course gains, particularly in synchronous classes (Ratan et al., 2022).

4.3. Learner-learner interaction

The minimum interaction occurring in this online course is learner-learner interaction. The interaction that can be controlled by the instructor is the one that happened in a synchronous setting during the Zoom meetings. However, there were only 6 synchronous online meetings within the course. There are two forms of learner-learner interaction in real-time communication. First, *Group Discussions*: Learners engaged in synchronous group discussions during Zoom meetings, where they exchanged ideas, shared perspectives, and collaborated on a specific topic or task. Second, *Role-Play or Simulations*: Learners participated in synchronous role-play activities or simulations, such as using the cue-prompter application to practice performing a broadcaster. This form of interaction allows learners to engage in realistic scenarios and practice communication skills with their peers.

In the asynchronous setting, two forms of interactions occurred among learners. *Group Assignments*: Learners collaborate asynchronously on group projects of assessing their friend's speaking video performances within the group. They must upload the link to YouTube Videos on their blog portfolio and fill in the scoring rubrics that are provided in Google spreadsheets. Using shared documents, LMS, and social media as communication tools, students divide tasks, coordinate efforts, and communicate progress, collaborate in learning. Another form is *Online Peer Assessments*: Learners participate in asynchronous peer assessments, where they assess and provide feedback on their peers' video performances based on predefined criteria provided by the instructor in the scoring rubric. This promotes critical thinking, evaluation skills, and peer learning among students.

These forms of learner-learner interaction in an asynchronous setting foster collaboration, peer learning, and the development of a supportive learning community. Learners can engage with each other, share knowledge, offer feedback, and collaborate on various activities, even without real-time communication. Learner-learner interaction, although present in the form of peer activities related to assignments and assessments, was relatively limited compared to the other forms of interaction. This was primarily due to the constraints of online synchronous meetings, which restricted spontaneous and organic discussions among students. However, efforts were made to encourage collaborative activities and discussions during the virtual class sessions.

Furthermore, it is important to design well-planned activities that provide students with more opportunities to communicate with their peers through learner-learner interaction. A study uses Multimodal interactional analysis and incorporates learners' explicit mention of resources to track their trajectories during task processes in the speaking course. Results showed learners either orally negotiated navigation acts or eliminated them from target language talk. This highlights learner roles as tool users and non-verbal meaning-making in learner-learner interaction (Knight et al., 2018). However, Interaction in the online community should consider the speakers' historical, cultural, and knowledge background as well as country origin politeness (Perelmutter, 2018). Miscommunication might happen due to the lack of understanding of an individual's background and cultural diversity.

4.4. Course challenges, outcomes, and students' responses

This study identified several challenges that impacted the implementation of MOOC in the public speaking course. The course workload proved to be overwhelming for some students, particularly due to the lack of face-to-face interaction and real-time support. The asynchronous nature of online learning required students to manage their time effectively, and some struggled to balance the course workload with other academic and personal commitments.

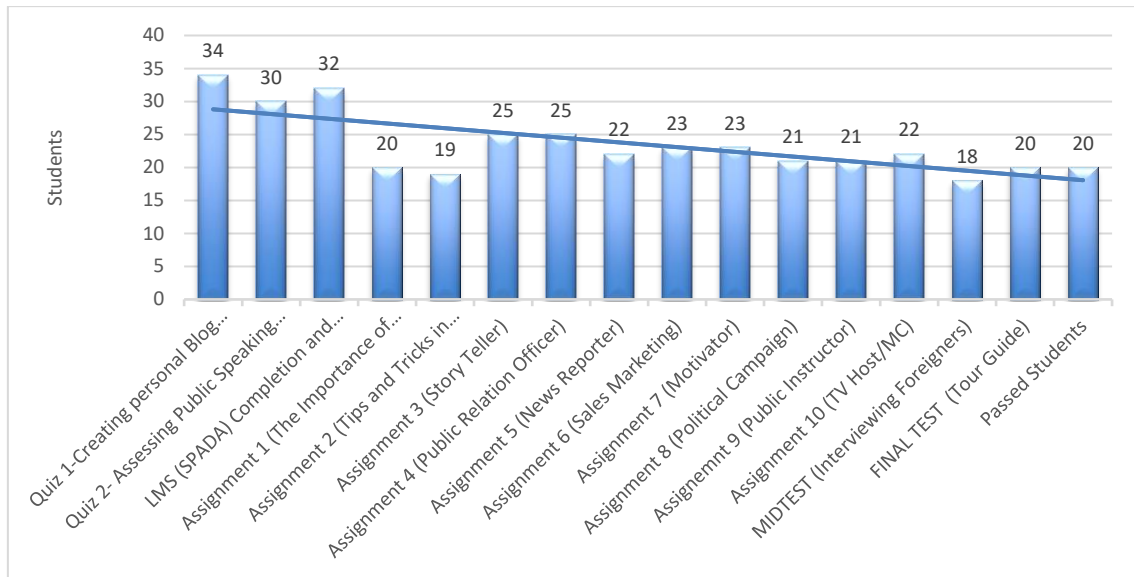


Figure 1. Project and assignments completion

As seen in Figure 1, the course outcomes indicated that only 50% of the students passed the course and managed to complete all the required learning activities (see Appendix 1). This finding suggests that the course objectives were not completely achieved. The challenges related to assignment workload, student motivation, and autonomous learning attitudes in the online learning environment influenced the course outcomes. Only 20 students out of 40 passed by completing all the course requirements including quizzes, assignments, mid-test, final test, and other LMS activities engagement. The rate of online participation is decreasing. In the beginning, 34 students participated in the first online activity by creating personal blogs as students' assignments Portfolio, but then only half the number of students were constantly working on the task given and actively participating in online learning. Additionally, the survey found that internet connection and time management have become their main issues.

Despite these challenges, student feedback demonstrated their enthusiasm for joining the course. Only 16 of the student completers participated in the post-course survey and gave responses about the course. The open-ended questionnaire result (See Appendix 2) shows that students feel decent and have no serious difficulties in working on assignment projects and other online tasks. The online format provided them with flexibility and accessibility, enabling participation in a public speaking course that may not have been feasible otherwise. The students appreciated the learner-instructor interactions, as they received timely guidance and feedback. However, there was a desire for more learner-learner interaction opportunities to engage in peer discussions, receive feedback from peers, and collaborate on assignments.

Consistent with this finding, a study concluded that MOOCs are effective for teacher professional development programs. However, it is important to consider the personal constraints of the teachers, such as office duties and home affairs, which may hinder their involvement in MOOCs. To address this, the study recommends avoiding the

time-consuming design of activities for the MOOC, working with associates, involving novice teachers, and collaborating with colleagues to manage their success o in MOOC participation (Mustikasari, 2017).

MOOC completers have higher motivation for enrolment and learning activities, with higher perceived competence and emotional engagement. The Self Determine Theory (STD) model predicts student engagement, with competence having the largest positive impact. Factors promoting learners' STD needs include active learning, course resources, and instructor accessibility (Lan & Hew, 2020). A similar study concludes that Knowledge attractiveness and communication attractiveness significantly impact learners' thirst for knowledge and parasocial relationships, influencing course completion and workplace benefits for in-service learners in MOOC courses (Zhang et al., 2022). In addition, social presence is an important concept in an online learning process that encompasses online communication and interaction (Miao & Ma, 2022; Song et al., 2019). Several studies recommend the transference of socio-constructivist constructs in the MOOC context since the absence of social interaction in the course will lead to low motivation in completing the open online course (Cisel, 2018; Poquet et al., 2018).

Maintaining student motivation throughout the course presented a challenge. The absence of physical classrooms and in-person interactions sometimes resulted in a decreased sense of accountability and engagement among some learners. Motivating students to actively participate and contribute to discussions required innovative approaches and constant encouragement. Supporting the previous study, learners with self-regulated motivation outperform their peers in terms of perceived learning outcomes (Kizilcec et al., 2017; Torres & Beier, 2018; Wei et al., 2023). Participation in an online MOOC demands a certain level of autonomous learning attitude, as learners are responsible for managing their learning pace and progress. Some students encountered difficulties in adapting to this self-directed learning style, which affected their overall performance in the course.

Nevertheless, there were some challenges in facilitating online interaction in MOOCs. First, motivation and participation, sustaining learner motivation and active participation throughout a MOOC can be challenging, particularly when learners have different levels of commitment and time availability. Secondly, diverse learner backgrounds: learners in MOOCs come from diverse educational, cultural, and professional backgrounds, which can pose challenges in fostering effective interaction and ensuring inclusive communication. Additionally, some studies agreed that the massive scale of MOOCs often enrolled many learners, making it challenging to facilitate meaningful interaction and personalized feedback for each participant (Chakraborty et al., 2021; P. J. Chen & Chen, 2022; Douglas et al., 2019; Guri-Rosenblit, 2019; Ratan et al., 2022; Tang, 2021).

In accordance with the previous findings (Hew et al., 2018; Khalil et al., 2018; Poquet et al., 2018), this study suggests some strategies for effective online interaction in MOOCs synchronously and asynchronously. The first is designing interactive online

learning activities and incorporating interactive elements into the course content which can engage learners with the content optimally and encourage active participation. Some activities such as live or video lectures, conference meetings, discussion boards, interactive polls, quizzes, accessible modules for learning materials and resources, constructive projects, and collaborative assessments should be designed to facilitate self-paced learning. Secondly, fostering Instructor Presence in learner-instructor interaction. An instructor can play a vital role in online interaction by actively participating in discussions, providing timely feedback, and facilitating meaningful engagement in flexible times. Thirdly, implementing social learning technologies that provide more opportunities for learner-learner interaction. Some activities such as role-play, simulations, and group discussion during online classes and group assignments and peer assessments through collaborative online tools or LMS can enhance online interaction and support peer-to-peer engagement. Lastly, the activity that is not yet accommodated in this study is promoting a sense of community. It is recommended to build a supportive and inclusive learning community through fun activities, social events, and learner introductions that can foster social presence and enhance online interaction.

5. Conclusion

The findings of this study have implications for the design and implementation of online public speaking courses within MOOCs. To address the challenges identified, it is crucial to provide clearer guidelines and support to students, particularly in managing assignment workload and fostering autonomous learning skills. Additionally, creating opportunities for meaningful learner-learner interaction through structured online activities, group projects, or discussion forums can enhance collaborative learning and peer engagement. Furthermore, this study highlights the importance of instructor presence and active engagement in the online learning environment. Instructors should establish regular communication channels and provide timely feedback to address student queries and concerns effectively. This can contribute to improved student satisfaction and a sense of support throughout the course.

It is recommended that future iterations of the course consider strategies to increase course completion rates and foster a sense of community among learners. This can be achieved through incorporating interactive elements, such as live video discussions or virtual group activities, that encourage active participation and peer interaction. Additionally, ongoing support and mentoring should be provided to students to enhance their motivation and facilitate successful course completion.

In conclusion, while the implementation of the online public speaking course within the Students Exchange Program demonstrated the potential of MOOCs, challenges related to assignment workload, student motivation, and learner-learner interaction need to be supervised. By considering the findings and recommendations of this study, educators can improve the design and implementation of online public speaking courses, leading to enhanced student engagement, satisfaction, and successful learning outcomes.

However, this study acknowledges certain limitations, such as the small sample size of participants from a specific context, which may limit the generalizability of the findings. The reliance on self-reported data through surveys may introduce response bias. Additionally, it focused on the implementation of the online course within a specific student exchange Program and did not consider external factors that might influence the outcomes.

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