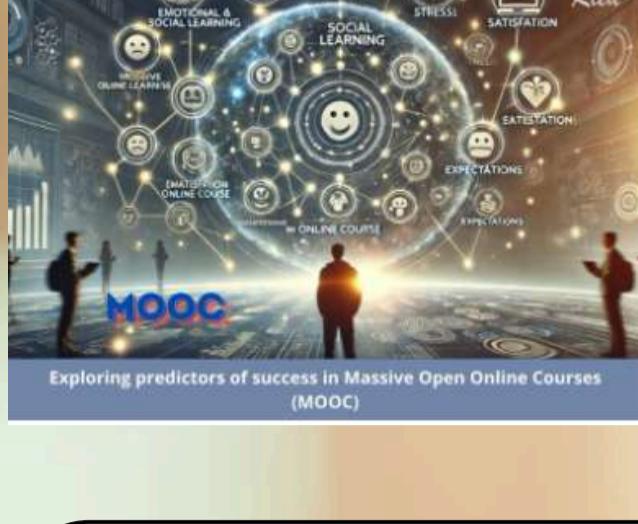


Exploring predictors of success in Massive Open Online Courses (MOOC)

Aznar-Díaz, I., Ayllón-Salas, P., Fernández-Martín, F. D., & Ramos-Navas-Parejo, M. (2024). Exploring predictors of success in Massive Open Online Courses (MOOC). *RIED. Revista Iberoamericana de Educación a Distancia*, 28(1). <https://doi.org/10.5944/ried.28.1.40195>



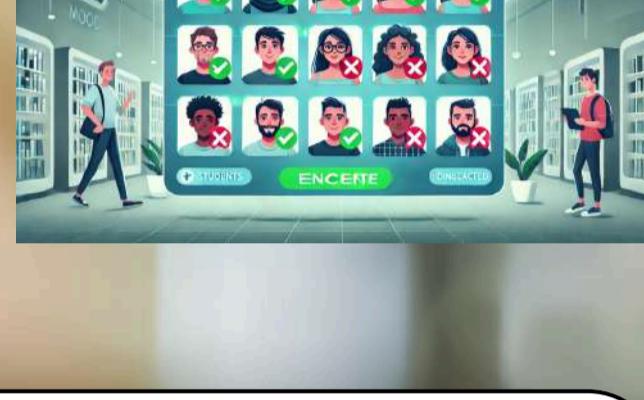
Exploring predictors of success in Massive Open Online Courses (MOOC)

MOOCs

Massive Open Online Courses (MOOC) play an important role in educational equity and lifelong learning, offering accessible education that is free from barriers such as time constraints or geographical limitations.

SUCCESS/DROPOUT

Consequently, the number of MOOC enrollments is high, as is the rate at which students withdraw from the course. The typical completion rate is less than 10%, underscoring the necessity of identifying factors that precipitate early withdrawal.

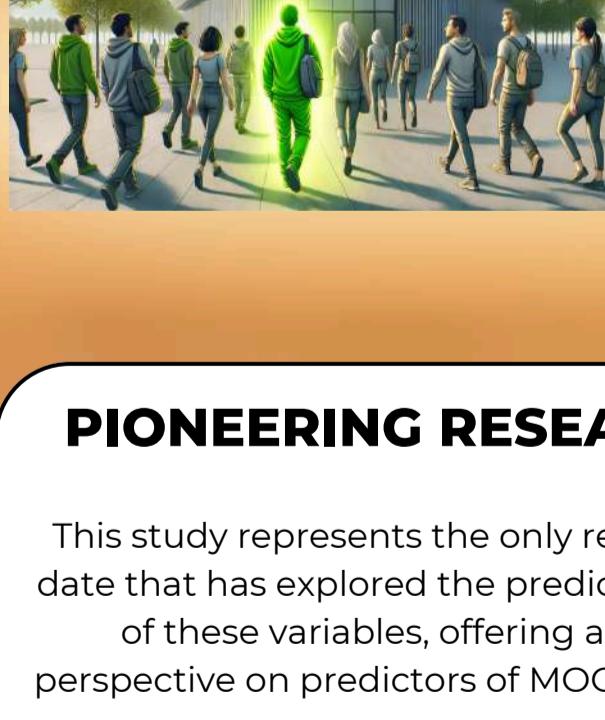


AIMS

This research aims to determine the extent to which social and emotional competencies, perceived stress, expectations, and satisfaction predict MOOC completion.

DESIGN

An ex post facto methodological design was employed, in which 416 students completed the Social and Emotional Learning Scale, the Sociodemographic Data Questionnaire, the Expectations Questionnaire, the Perceived Stress Scale, and the Satisfaction Questionnaire. Additionally, data on successful MOOC completion was collected from each participant.



SATISFACTION

Subsequently, five models were constructed using binomial logistic regression analysis. While satisfaction was identified as the most robust predictor of course completion, social and emotional competencies, perceived stress, and expectations also demonstrated significant results.



PIONEERING RESEARCH

This study represents the only research to date that has explored the predictive ability of these variables, offering a novel perspective on predictors of MOOC success.