WHAT DO PARTICIPANTS LEARN IN A MOOC ON EFFECTUATION? IMPACT STUDY ON SELF-EFFICACY AND SELF-DIRECTED LEARNING IN ENTREPRENEURIAL EDUCATION (SUMMARY)

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SUMMARY

WHAT DO PARTICIPANTS LEARN IN A MOOC ON EFFECTUATION?
IMPACT STUDY ON SELF-EFFICACY AND SELF-DIRECTED LEARNING IN ENTREPRENEURIAL EDUCATION

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Principal Topic

Even if we know that most entrepreneurship education programs have an impact on knowledge about entrepreneurship, entrepreneurial intentions, nascent behaviors or start-up performance (McNally et al., 2013), there is still a lack of understanding of which teaching and learning philosophy leads to what results (Fayolle, 2013). Although research on MOOCs is still in its infancy regarding their pedagogical characteristics and their efficacy, recent research suggests that the more open the MOOC is regarding the learner's choice and the more control she has over her learning process, the more ready she is to use a self-directed capacity of learning (Kennedy, 2014). Self-directed learning (Knowles, 1975) can be considered a key competence with regards to effectuation.

Using data of a MOOC based on effectuation teaching, this research aims to analyze its impact in terms of self-directed learning and self-efficacy. The MOOC, which was in French language, ran in October, 2013 during five weeks. 9,200 participants registered online. Of these, 2,700 participants finished the course and 2,500 obtained the certification. The teaching model of this MOOC is an open course, based on a connexionist pedagogy (c-Mooc). In this teaching model, self-directedness has theoretically a central role.

Method

We analyzed a set of data collected based on one pre and one post questionnaires on two paired samples (N1=781, N2=149). Questionnaires were based on recognized measure instruments regarding self-directed learning readiness scale (Knowles, 1975; Guglielmino, 1977) and entrepreneurial self-efficacy scale (McGee et al., 2009). We also built ad hoc measures regarding the specific knowledge acquisition objectives of the course and used a few qualitative open questions to capture nascent behaviors.

Results and Implications

Results with the first sample of participant (N1=781) show that there is a significant link between self-directed learning readiness and entrepreneurial self-efficacy [$\chi^2$(max. right.)=223.69, df=16, p=.00 / V Cramer=.270]. Regarding the results of participants who completed the MOOC (N2=149), 85% state that they have made progress: 64% of them developed their entrepreneurial self-efficacy and 54% their self-directed readiness. And among these, 81% completed the MOOC. Our results suggest that time spent, collaboration, active involvement of the teacher and the learners' perseverance are the four pillars of success in a c-MOOC about effectuation. We draw theoretical and practical implications for future MOOC research and development.

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