

What Do Teachers As Adult Learners Think About MOOCs? A Case Study

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Abstract: The aim of this research was to understand and interpret the opinions of teachers as adult learners on MOOCs regarding the effect of MOOC on their personal and professional development, and their motivation to attend more MOOC. The research is a qualitative study with a holistic single case study design. Data were collected by semi-structured questions via the Google Form. At the end of the research, conclusions emerged under three themes. The first one was that the effects of MOOC on teachers' personal development are learning new things and gaining self-confidence. The second one was that the effects of MOOC on teachers' professional development are improving teaching and communication skills, and having a different perspective. Finally, the reasons of teachers' motivation to attend more MOOCs are that MOOCs are easy to reach, suitable for personal learning speed, and economic.

Keywords: Adult Education, Teacher Education, Distance Education, Lifelong Learning, MOOC

Yetişkin Öğrenenler Olarak Öğretmenler MOOC'lar Hakkında Ne Düşünüyor? Bir Durum Çalışması

Öz: Bu araştırmanın amacı yetişkin öğrenenler olarak öğretmenlerin MOOC'lar hakkındaki kişisel ve mesleki gelişimlerine olan etkisi ve daha fazla MOOC'a katılım için motivasyonları başlıkları altında görüşlerini anlamak ve yorumlamaktır. Araştırma bütüncül tekli desenli nitel bir durum çalışmasıdır. Veriler Google Form aracılığıyla yarı yapılandırılmış görüşme soruları ile toplanmıştır. Araştırma sonunda, sonuçlar üç başlık altında değerlendirilmiştir. İlk olarak MOOC'ların öğretmenlerin kişisel gelişimine olan etkisi yeni şeyler öğrenmek ve özgüven kazanmak olarak belirtilmiştir. İkinci olarak MOOC'ların öğretmenlerin mesleki gelişimine olan etkisi öğretim ve iletişim becerilerinin geliştirilmesi ve farklı bakış açısı kazandırması olarak belirtilmiştir. Son olarak, öğretmenlerin daha fazla MOOC'a katılımları için motivasyonlarının sebebi olarak MOOC'ların erişiminin kolay olması, kişisel öğrenme hızına uygun olması ve ekonomik olması gösterilmiştir.

Anahtar Sözcükler: Yetişkin Eğitimi, Öğretmen Eğitimi, Uzaktan Eğitim, Hayatboyu Öğrenme, MOOC

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Lifelong learning and adult education are becoming more and more important in this digital era all over the world because of the increasing trend of learning to learn, distance education, becoming knowledge society, and other new trends in education. Increasing number of educational institutions started to use online and distance learning in their adult education and lifelong learning provisions. Especially with the COVID-19 outbreak, distance education is a must for all learner groups including adult learners. Universities which also serve for adult learners started to reinforce their distance education services and transferred their face-to-face education to distance education during the COVID-19 period. Long before this outbreak and common usage of distance learning, there were many Massive Open Online Courses (MOOCs) for adults. MOOCs are free online courses for a large number of learners who try to improve their skills. It is stated in the literature that the first MOOC called "Connectivism and Connective Knowledge" was developed by Downes and Siemens in 2008 for learners to complete their credits. When they planned this course, they envisaged it for 25 students, but totally 2,300 students attended the online course and used the online materials. When this MOOC took the attention of the learners and educators, several MOOC platforms such as edX, Coursera, and Udemy were developed by universities like Berkeley University and Harvard University and other educational organizations (Cormier & Siemens, 2010). The MOOCs help to make educational resources more accessible and affordable, so it helps democratizing educational opportunities (Joo, So, & Kim, 2018). Number of institutions offering MOOCs are increasing all over the world and they use MOOCs to improve their distance education provisions (Gameel, 2017; Pappano, 2012). For instance, in United States, while the number of institutions was 2.6% in 2012, it reached 8.0% in 2014 (Allen & Seaman, 2015).

Even though open and distance learning has a long history in the world, it has been started to be used effectively in Turkey with the implementations of the Open Education Faculty at Anadolu University, one of the biggest Open University in Turkey, in 1981 with the 2547 with the Higher Education Law (Gelişli, 2015). After 1990, other universities started distance learning activities, and finally in 1992 open primary schools, secondary and high schools were started under the Ministry of Education. Nowadays, besides these open and distance courses given by many universities in Turkey for undergraduate students, there are many MOOCs on different subjects for users to help their own learning. Most of the MOOCs in Turkish language are free, but if the learner wants a certificate, she/he has to pay a minimal fee in some courses.

Besides increasing distance learning provisions of any levels of education, it is frequently used by adults who are not only working, but also trying to improve their skills. Since adults have many roles such as being an employee, at work, mother or father at home, and since they may have many responsibilities such as earning money, children, aging parents, housework, they do not have time to attend a face-to-face education. Furthermore, they have to improve their skills and gain new competences in order to keep up with the new demands of knowledge society. Therefore, distance education is an effective solution for adults' learning needs. There are many definitions of distance learning in the literature. According to Seener (2002), distance learning is one of the terms (distance education, distributed learning, e-learning, independent study, etc.) used to describe teaching and learning that does not happen in a traditional classroom setting. Distance education refers to learning interventions during which learners and instructor are geographically separated and interact via telecommunication (Simonson, Smaldino, Albright, & Zvacek, 2012).

Moore (1989) introduced theory of independence learning and teaching, and defined three interactions in distance learning. According to Moore's theory, these interactions are between learner-learner, learner-instructor, and learner-content. Interaction between learner and other learners is important since it gives learners a change to reflect on and discuss their ideas with other learners and share their experiences. In fact, this is one of the principal of adult education since educator/trainer/teacher in adult education has a facilitator role and helps learners to learn from each other (Lakey, 2010). When it comes to interaction between learner and instructor, it is stated that learners need instructor assistance to understand some concepts and disciplines although learners use open educational resources to access knowledge (Ponti, 2014). The third interaction between learner and content is also as important as other interactions, since it improves learners' understanding (Moore, 1989). Therefore, it is very essential to align the content with the needs of the learners, which is the responsibility of the instructor.

There are advantages and disadvantages of distance learning. Buckley (2003) states that among the advantages are convenience and time flexibility. The disadvantages are the difficulty in interaction between students and instructors. Mostly there is no physical campus in distance learning, and the relationships with the instructors and other students are limited (Bolliger and Martindale, 2004).

Smith (2003) notes that the literature is scarce regarding examples of humanity courses in online and distance learning environments. Moreover, Moore (1989) underlined the need of empirical studies to identify learner's autonomy, interactions, and course structure in distance learning. Other researchers also stated that learners' needs, feelings, and difficulties must be focused on (Kalogiannakis, 2010; Richardson, Koehler, Besser, Caskurlu, Lim, & Mueller, 2015; Zeichner & Zilka, 2016; Zilka & Zeichner, 2017). Since MOOCs does not have a long history in educational activities, there is limited research about learner experiences and satisfaction. Very little about learners' motivation and experience, what they learn, what works and does not work are known (Klobas, Mackintosh, & Murphy, 2014). Some studies about what learners learn, most useful aspects of MOOC, or learners' attendance motivation can be found in the literature, but these studies are on specific topics such as journalism or doing analysis on blog posts of learners (Kim, 2013; Liu et al., 2014; Romiszowski, 2013; Veletsianos, 2013; Zutshi, O'Hare, & Rodafinos, 2013).

The Significance of the Research

Teachers as adult learners also take the advantages of distance learning and attend MOOCs to improve themselves and learn new things. As Merriam (2001) stated that adults' educational needs and ways of learning are different from those of children. For example, adults are autonomous learners, they want to be independent, they are problem-centred, they are subject-centred, and they are self-reliant and self-directed towards goals (Knowles, 1980; Lieb, 1991; Merriam & Caffarella, 1999). Online environments, especially MOOCs who reach a huge number of adult learners, should be designed according to the needs of adult learners. Cercone (2008) developed a framework of 13 characteristics of adult learners, which should be taken into consideration while designing a training and online educational source for adults. In her research, she underlined that educators who organise trainings for adults should keep in mind that adults may have different learning styles and learning experiences, they need to be actively involved in the learning process, they need scaffolding to be provided by the instructor, they have a pre-existing learning history and will need support to work in the new learner-centred paradigm, they need to see the link between what they are learning and how it will apply to their lives, they need to feel that learning focuses on issues that directly concern them, and they need dialogue and social interaction. As it is understood from the research, educators should pay more attention to adults' learning characteristics and needs while organising trainings for adult learners. Therefore, adult educators and educators who are designing online environments and MOOCs need more researches about the adult learners opinions and needs in distance learning. Another reason of the need for more studies on MOOCs or distance learning is that the retention rates are high in distance learning (Bailey, Bauman, & Lata, 1998; Huang, Zhang & Liu, 2017; Keegan, 1990; Welsh, Wanberg, Brown, & Simmering, 2003).

The Aim of the Research

The aim of this research was to understand and interpret the opinions of teachers as adult learners on MOOCs. To reach this aim, the answers to following questions was searched: (1) What is the effect of MOOC on teachers' personal development? (2) What is the effect of MOOC on teachers' professional development? (3) What is their motivation to attend more MOOC? (4) What is the MOOC they attended like? Why?

Method

The qualitative research method was used in this study. A case study with a holistic single case design was employed to explore the opinions of teachers as adult learners on MOOCs.

Qualitative study is the method of this research. Qualitative study helps to present perceptions and events in a holistic and realistic way in their natural environment. In qualitative study, data collection can be done via observation, interview and document analyses (Yıldırım and Şimşek, 2000). It is a case study with a holistic single case. In a case study, investigator explores a bounded system over time, through detailed, in-depth data

collection (Creswell, 2007). In a case study, results were presented by observing them in their real context. Researchers retain holistic and meaningful characteristics of real-life events with the help of the case study. Individual life cycles, small group behaviour, organizational and managerial processes, school performance, and interpersonal relations in real contexts can be given as an example of these events (Cohen, Mannion, & Morrison, 2007; Yin, 2012).

Participants and MOOCs

This research was done at Antalya from 15th of April to 25th of May, 2020. 8 Participants contributing to this study were graduate students at Curriculum and Instruction Program of Educational Sciences Institution of Akdeniz University in Turkey. These teachers are students at Master's Degree in Curriculum and Instruction Program of Akdeniz University and also teaching at private and public schools in Antalya. The researcher applied a non-probability sample technique based on purposive sampling method. Nonprobability samples are generally used in small-scale researches when the researchers do not intend to generalize their findings beyond the sample in question (Cohen et al., 2007). It is important to underline that the sample was derived from the teachers who are taking Lifelong Learning Course at Master's Degree Program at Akdeniz University, so it just represented itself. No generalization was done in this study, which is suitable for the nature of qualitative researches.

Table I

Participant Status and Accompanying Data Collection

Code	Gender	Age	Branch
A	Male	25	Mathematics Teaching
B	Female	24	English Language Teaching
C	Female	29	Primary School Teaching
D	Female	26	Mathematics Teaching
E	Female	30	Mathematics Teaching
F	Male	38	Mathematics Teaching
G	Female	27	Psychological Counselling and Guidance
H	Female	28	Mathematics Teaching

As it can be seen in Table 1, teachers who are doing their Master's Degree Program at Akdeniz University were the subjects in this research. They were attending Lifelong Learning Course in this program. They attended a MOOC that they chose according to their will during the term. The researcher prepared an online google form to collect the opinions of teachers. The ones who were volunteers were informed about the ethical issues. Moreover, they filled an online consent form before answering the questions and they were also informed about the privacy of the personal data. It took 10-20 minutes to answer the questions.

When it comes to MOOCs chosen by participants, half of the courses were synchronous as it is seen in Table 2. Majority of the courses (5 out of 8) asked for fee for course certification, 3 MOOCs does not require fee for course certificate.

Table II

Course Details

Course Name	Synchronous/Asynchronous	Paid/Unpaid
Courtesy and Etiquette	Asynchronous	Paid
Persuasion Techniques	Synchronous	Paid
Life Coaching	Asynchronous	Unpaid
Effective and Extraordinary Teaching	Synchronous	Paid
Training of Trainers	Synchronous	Unpaid
Python Program	Asynchronous	Paid
Creative Writing	Synchronous	Unpaid
Effective and Extraordinary Teaching	Asynchronous	Paid

Data Collection

The google form including semi structured interview questions was used to collect data. The semi structured interview questions were developed by researcher after the literature review had been done. When

the semi structured interview questions were developed, one expert on qualitative research and one language experts read the questions if they are understandable and clear. According to the experts' recommendation, the researcher revised the questions to ensure the validity and reliability. Data were collected from 15th of April to 25th of May, 2020. Generally in qualitative studies, the researchers use face-to-face interviews and record participants' experiences, thoughts and feelings in a taped diary. However, due to COVID-19 outbreak, only the Google Form was used to collect data. Teachers were asked four questions to get and analyse their opinions on MOOCs regarding if the MOOC had an effect on their personal and professional development, and if they would like to attend more MOOCs.

Data Analysis

Once the google form was closed, the researcher downloaded the data. Then, the data were read several times to determine the essence of the phenomenon and structures of experiences of teachers. The researcher organized the data categorically and chronically, and coded. Besides, a qualitative data analysis computer program called NVIVO 10 was used for data analysis. This program does not actually perform the analysis but facilitate and assist it. The researcher used the program since it supports doing the analysis by organizing data and recodes (Cohen et al., 2007; Kelle, 1995).

Ethical Considerations

The researcher applied to Social and Human Sciences Scientific Research and Publication Ethics Board at Akdeniz University to get the permissions for the research. After getting the decision of Ethics Board (Decision Date: 06.05.2020, Decision Number: 114), researcher started the study. First of all, participants were informed about the research aims, they were kept informed in all stages, and anonymity was offered. Researchers also paid great attention not to impose their belief on others. Researchers' beliefs were secondary and the participants opinions were the required ones.

Validity and Reliability

To assure reliability and validity of the study, researcher used direct quotations without making any comments on them and used a purposive sampling method based on voluntarism to get opinions and experiences of teachers. Two independent researchers coded the data. Moreover, researcher calculated Cohen's kappa coefficient to determine inter-rater reliability of themes coded 0.87 almost perfect agreement-for inner reliability (Landis & Koach, 1977) and researcher kept the Google Form for outer reliability.

Results

In this study, the opinions of teachers as adult learners on MOOCs were tried to be presented. Teachers' opinions were classified according to the effect of MOOCs they attended on their personal and professional development, and their motivation to attend more MOOCs in their future life. There was also a metaphor question for a deeper understanding of their opinions on MOOCs.

The Effect of the MOOC on Teachers' Personal Development

Teachers as adult learners were asked about the effect of MOOC they attended on their personal development. The results can be seen in Table 3.

Table III
The Effect of MOOC on Personal Development

	A	B	C	D	E	F	G	H	f	%
1. Learning new things	√	√	√			√	√		5	62.50
2. Having a different perspective				√				√	2	25.00
3. Gaining self-confidence					√				1	12.50

As can be understood from the frequency analysis of the effect of MOOC on teachers' personal development in Table III, 62.50% of teachers stated that the effect of MOOC is learning new things. The opinions of the teachers are as follows: "It was useful, I think I will have a better social communication." (A1,1); Yes, it has. I think it will especially help me to make my students accept a situation." (B1,1); "Yes. I was curious

about life coaching training, I found answers to it." (C1,1); "It was impossible for me to get a training directly related to this subject, so this distance education was useful." (F1,1); "Creative writing training was useful for me." (G1,1).

Next, 25% of teachers stated that they had a different perspective after attending the MOOC. Some of the teachers opinions are as follows: "Of course it was useful for me to gain a different perspective. It was good to share experiences and change ideas with our colleagues in an online setting." (D1,2);

Yes, I am satisfied. This course helped me to develop different types of approaches to the problems I had with student behaviour in and outside of class. I developed the methods I used considering the individual differences of the students. Moreover, this training made me realize that my empathy laid fallow. I did the necessary work for it. In the face of negative behaviours, I started not to use an attitude that excludes the student and to produce new generation and fun solutions. I learnt how to use my energy and performance correctly with a more systematic work while solving problems (H1,2).

Only one teacher stated that she gained self-confidence after attending the MOOC. Her opinion is as follows: "Yes. I think that sharing and discussing our opinions in writing with other participants (although we do not know them) provides me self-confidence in defending my thoughts (E1,3)."

When the opinions of teachers on the effect of the MOOC on their personal development generally were analysed, teachers stated that they learnt new things such as social communication, persuading others, life coaching. This is also related to the MOOC subjects. Teachers were free to choose any MOOC they wanted and they generally chose MOOC according to their needs and interests.

The Effect of the MOOC on Teachers' Professional Development

Teachers as adult learners were asked about the effect of MOOC they attended on their professional development. The results can be seen in Table 4.

Table IV
The Effect of MOOC on Professional Development

	A	B	C	D	E	F	G	H	f	%
1. Improving teaching skills				√	√	√	√	√	5	62.50
2. Improving communication skills	√		√	√					3	37.50
3. Having a different perspective		√							1	12.50

As can be understood from the frequency analysis of the effect of MOOCs on teachers' professional development in Table 4, 62.50% of teachers stated that the effect of MOOC is improving their teaching skills. The opinions of the teachers are as follows: "It was a training on teaching skills. Examples of communication with our students and parents were included. I learnt key points that I can use in the difficulties I face." (D2,1); "Yes, I believe it is useful since it is related to my field. I think it allows me to remember the concepts and look at them from different angles." (E2,1); "It fulfilled a skill that I needed." (F2,1); "Yes, it has. With this education I received, The Creative Writing course at the University became complementary. So, I reinforced the course I learnt at the University with this training." (G2,1).

Yes, it has. If you do not improve yourself, teaching profession will rust you. Throughout my professional life, I observed that old methods, theories, and knowledge were ineffective in the face of changing and improving technology and student profile. This training contributed me to create realistic and permanent solutions to problems. In addition, this training was effective to gain sensitivity to nature and environment. I have learnt about renewable energy sources and effective recycling. I shared this information with my students and brought them awareness (H2,1).

Next, 37.50% of teachers stated that they their communication skills improved after attending the MOOC. Some of the teachers opinions are as follows: "Yes my communication skill improved." (A2,2); "I think the parts where there is information about personal development and information about communication will be useful in general." (C2,2); "It was a training about teaching skills. Examples of communication with our students and parents were included. I learnt key points that I can use in the difficulties I face." (D2,2).

Only one teacher stated that she gained a different perspective after attending the MOOC. Her opinion is as follows: "It gave me a different perspective in my learning life (B2,3)."

When the opinions of teachers on the effect of the MOOC on their professional development generally were analysed, teachers stated that they improved their teaching skills and communication skills. This is also related to the MOOC subjects. Mostly, teachers preferred to choose MOOCs according to their professional needs and interests, such as effective and extraordinary teaching, life coaching, and creative writing.

Teachers' Motivation to Attend More MOOC

Teachers as adult learners were asked about their motivation to attend more MOOC. The results can be seen in Table 5.

Table V
The Motivation to Attend More MOOC

	A	B	C	D	E	F	G	H	f	%
1. Easy to reach			√				√		2	25.00
2. Suitable for personal learning speed	√				√				2	25.00
3. Economic	√								1	12.50
4. Simple system		√							1	12.50
5. Lifelong learning								√	1	12.50

As can be understood from the frequency analysis of the motivation to attend more MOOC in Table V, 25% of teachers stated that the MOOCs are easy to reach and suitable for personal learning speed so that they wanted to attend more MOOC. The opinions of the teachers are as follows: "I will attend. I can have different information by accessing the internet very easily when I have the opportunity at home." (C3,1); "I would like to attend this kind of trainings, I think they are useful to improve myself in different subjects. In addition, easy accessibility is a great advantage." (G3,1); "Yes, it is economic and suitable for personal speed." (A3,2);

Yes, I am planning to register to a distance learning again. I did not have any missing subject since I could listen to the course even if I missed it. While I was not able to attend classes in formal education, distance learning made it easy for me (E3,2).

Three teachers stated different reasons for their motivation to attend more MOOC. Their opinions are as follows: "Yes, it is economic and suitable for personal speed." (A3,3); "I want. But I want to attend a training which has a simpler program. Since I had some difficulty to learn this system." (B3,4); "Yes, since our old knowledge start to be ineffective in the face of globalizing world, developing technology, and different student profiles, so I think we have to renew ourselves throughout life." (H3,5).

When the opinions of teachers on their motivation to attend more MOOC generally were analysed, teachers stated that they wanted to attend more MOOC since it is easy to reach, suitable for personal learning speed, economic, and having simple system. They also stated that another motivation to attend more MOOC is the need of lifelong learning and improving their skills and knowledge because of globalizing world, developing technology, and different student profiles.

Metaphors for the MOOC

The metaphors formulated by teachers can be categorized under three themes as in Table 6: Things, nature, and activity. Four of the teachers formulated thing metaphors in defining MOOC. A described the MOOC as a scale: "Scale, it helps balancing.". Similarly, F described the MOOC as a Lego game: "A Lego game. Since it filled a gap in my personal competences.". E used a glasses metaphor and stated that: "I think the training of the trainers is like a pair of glasses. Even though what appears is the same, how you look is important.". On the other hand, B used a labyrinth metaphor and stated that

I can liken this training a labyrinth. The ways of presenting the training were complex. It took a bit of effort to reach the end. They have made a different system by mixing past trainings and online trainings. This obviously causes confusion.

This can be interpreted as the teachers mostly see these online trainings a thing which is useful for their personal and professional development. However, some trainings are more complex to understand, so some participants used a labyrinth metaphor to describe their opinions. The face-to-face or online trainings designed for adults should be simple and on the point.

Table VI
Metaphors for the MOOC

	A	B	C	D	E	F	G	H	f	%
1. Things	√	√			√	√			4	50.00
2. Nature			√				√		2	25.00
3. Activity				√				√	2	25.00

Two of the teachers formulated nature metaphor in defining MOOC. C described MOOC as a tree: "I liken it a tree. As it grows and grows, it can increase the benefits for people.". Similarly, G described MOOC as a cloud and stated that: "I liken this training a cloud because it caused a lot of dream to come alive in my mind and it caused the creation of new clouds in my dream world.". This can be interpreted as teachers think that MOOCs opens new doors and helps them to improve themselves.

The other two teachers used activity metaphor to describe MOOC. D described MOOC as a treats to guests:

In some weeks, it was like explanation of literature to students of numerical departments. Since in some lessons there were some topics that I could not use in my field. Some weeks were like treats made to guests who are coming to the house for the first time. The trainer revealed all the knowledge he had, all the books he read, and all the films he watched, and shared all of them with us.

Similarly, H used a cold water pool and stated that:

I can liken it entering a cold water pool after the sauna. Teaching becomes routine after a certain period of time. Professional love and desire to teach come to an end. This excitement is regained with the help of some trainings and it creates a shock effect. These renewal programs disrupt the ordinary and comfortable education and allow us to provide a more lively and fit education.

This can be interpreted as teachers think that MOOCs are essential to help them to renew their professional skills.

As can be understood from the frequency analysis of metaphors defined by teachers in Table 6, the MOOCs are perceived as useful and fruitful trainings which help teachers to update their knowledge and allow them to renew their professional skills.

Conclusion and Discussion

The aim of this research was to provide a better insight into the teachers' opinions on MOOCs. The teachers as adult learners were asked about the effect of MOOC they attended on their personal and professional development and their motivation to attend more MOOC.

The interviews reaffirmed the positive effect of MOOC on teachers' personal development. When the opinions of teachers on the effect of the MOOC on their personal development generally were analysed, teachers stated that they learnt new things such as social communication, persuading others, life coaching. This is also related to the MOOC subjects. Teachers were free to choose any MOOC they wanted and they generally chose MOOC according to their needs and interests. As it is known that adults are problem-centred learners; in other words, adult want to learn something to solve their problems or something which they need for themselves. According to Cercone (2008), adult learners need to link between what they are learning and how it will apply to their lives, since they are problem-centred, they want to use what they learnt. Parallel to what Cercone (2008) found in her study, this study also reveals that although teachers were free to choose any online training, they preferred to choose trainings which will help them in their personal and professional life. Teachers preferred to choose online trainings which will help them in their professional life; such as effective and extraordinary teaching, creative writing, python program, and training of trainers, persuasion techniques, and life coaching. In other words, they are problem-centred and wanted to choose courses which will solve their problems with learners and teaching.

When the effects of the MOOC on teachers' professional development generally were analysed, it is noted that they improved their teaching skills and communication skills, and they also stated that they had a different perspective with the help of the training. Two teachers chose an online training called effective and extraordinary teaching. Even though they were free to choose any training, they preferred this one. Similarly,

two other teachers chose creative writing and python program. It is understood that these trainings helped teachers to improve their teaching skills and competences. It is well known that adults' educational needs and ways of learning are different from those of children. They are subject-centred, and they are self-directed towards goals (Knowles, 1980; Lieb, 1991; Merriam, 2001; Merriam & Caffarella, 1999). It can be concluded that MOOCs who reach a huge number of adult learners, should be designed according to the needs of adult learners. Therefore, adult educators and educators who are designing online environments and MOOCs need more researches about the adult learners' opinions and needs in distance learning.

It was understood that they are motivated to attend more MOOCs. The reasons for the motivation to attend more MOOCs are that they are easy to reach, suitable for personal learning speed, economic, and having simple system. In the literature, it is also underlined that convenience and time flexibility is an advantage of distance learning (Buckley, 2003) and these advantages are one of the motivation to attend more MOOCs. Because of globalizing world, developing technology, and different student profiles, the need of lifelong learning and improving professional skills and knowledge increased among teachers, so these are other motivations to attend more MOOCs. All these findings support that they found MOOCs worth to attend and spend time. These findings are also supported by other researches in the field since these researches reveals that people are satisfied with distance learning (Arbaugh, 2000; Hiltz, 1993; Navarro, 2000; Powers, Davis, & Torrence, 1999).

These findings are also supported by teachers' MOOC metaphors. Most of the metaphors describe MOOCs as a training which is positive, effective, fruitful, and useful for teachers' personal and professional development. MOOCs help them to fulfill their lacking competences and skills. Moreover, the MOOCs they attended help them to have a different perspective towards education. It also helps them to awake their desire to teach and learn. Generally, teachers used positive metaphors which shows that they are satisfied with MOOCs and have positive opinions about them.

According to the findings of this study, the following ideas are suggested by the researcher: Educators who are organizing and designing MOOCs or online trainings for adults should keep in mind that adult learners need to be active involved in learning process. Therefore, MOOCs should be designed in a way that adults can be active during the online trainings. They can be made more active by adding chatting rooms and question-answer exercises in the course. Adults need a facilitator rather than instructor, so trainers should keep this in mind. Moreover, adult learners need to combine their past experience with the new knowledge to learn better, they need to link between what they are learning and how it will apply to their lives, since they are problem-centred, they want to use what they learnt (Cercone, 2008). Before designing MOOCs, feedbacks can be taken from adult learners so that the content of the trainings can be organised according to their needs and background knowledge.

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