Conclusion

This research focused on the development of the MOOC model design with 10 dimensions related to one another. Learning model development is described differently, based on the service provider. Integrating input from users and providers enhances the design of the model. Despite its expansive reach, MOOC can be used to target individual users as well. Studying each user is important in order to accumulate ways to personalize and thus improve the quality of the learning experiences. For instance, the ‘Time’ dimension can be considered as an indicator by which providers can adjust material learning duration and the level of material difficulty of a course; users can also choose the offered learning based on their own interests in order to support motivation and learning activities.

References
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