# Article information:

Investigating Learners’ Changing Expectations on Learning Experience in a MOOC of Professional Translation and Interpreter Training - Wei Wei, Yi Yu, Ge Gao, 2022
<https://journals.sagepub.com/doi/10.1177/21582440221134577>

# Article summary:

1. This study investigates learners' changing expectations of their learning experiences in a MOOC platform for professional translation and interpreter training.

2. The results show that learners left significantly more comments on learning resources, learning community, learning opportunity, and student voice at the later stage of the course.

3. Learners at a later stage are looking for a learning environment that supports self-assessment, peer feedback, and coaching to fulfill their personal needs and expectations.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

The article titled "Investigating Learners’ Changing Expectations on Learning Experience in a MOOC of Professional Translation and Interpreter Training" by Wei Wei, Yi Yu, and Ge Gao explores the evaluation of learners' experiences in a Massive Open Online Course (MOOC) for professional translation and interpreter training. The study aims to understand the dynamic pattern of learners' evaluation at different stages of the course and identify their changing expectations.

The article begins with an abstract that provides a brief overview of the study's objectives and findings. It states that MOOC learners left significantly more comments on four areas at the later stage compared to the early stage: learning resources, learning community, learning opportunity, and student voice. These findings suggest that learners at a later stage are looking for a learning environment that supports self-assessment, peer feedback, and coaching to fulfill their personal needs and expectations.

The introduction section provides background information on MOOCs as an important form of online education that offers access to knowledge across cultures and backgrounds. It highlights the growing number of MOOCs and research on MOOC evaluation. The authors argue that while there is a large volume of studies on course evaluation practice in a classroom setting, learners' expectations and evaluation of their experiences with MOOCs have rarely been investigated.

The literature review section discusses previous research on learners' satisfaction with MOOCs. It mentions that satisfaction is considered an important indicator for measuring the success of MOOCs but is challenging to achieve due to learners' diverse backgrounds and expectations. The section also explores factors influencing satisfaction, including instructors, learners themselves, and course design or platforms.

Overall, the article provides valuable insights into learners' changing expectations in a professional translation and interpreter training MOOC. However, there are several limitations and biases present in the article that need to be addressed.

Firstly, the study only focuses on one specific MOOC in professional translation and interpreter training. This narrow focus limits the generalizability of the findings to other MOOCs in different disciplines. The article does not acknowledge this limitation or discuss the potential impact on the study's conclusions.

Secondly, the article relies heavily on self-reported evaluative comments from learners. While qualitative data can provide valuable insights, it is important to consider potential biases and limitations associated with self-reporting. The article does not discuss any measures taken to address these biases or validate the findings through other methods.

Additionally, the article lacks a balanced discussion of the role of instructors in MOOCs. While it briefly mentions contradictory evidence regarding instructors' impact on learners' satisfaction and learning outcomes, it does not explore this topic in depth or present counterarguments. This one-sided reporting may lead to an incomplete understanding of the factors influencing learners' experiences in MOOCs.

Furthermore, the article does not provide sufficient evidence or examples to support its claims about the impact of various factors on learners' satisfaction. It mentions that instructors' presence, subject knowledge, content presentation, and assessments can affect satisfaction but does not provide specific studies or empirical evidence to support these claims.

The article also fails to address potential risks or challenges associated with MOOCs. It focuses primarily on learners' expectations and satisfaction without discussing issues such as high dropout rates, lack of personalized instruction, or limited interaction with instructors and peers. This omission presents a biased view of MOOCs as solely positive learning experiences.

In conclusion, while the article provides some valuable insights into learners' changing expectations in a professional translation and interpreter training MOOC, it has several limitations and biases that need to be addressed. The narrow focus on one specific MOOC, reliance on self-reported data, lack of balanced discussion on instructor impact, unsupported claims, missing evidence for claims made, and failure to address potential risks are significant weaknesses in the article. Future research should aim for a more comprehensive and unbiased exploration of learners' experiences in MOOCs.

# Topics for further research:

* Factors influencing learner satisfaction in MOOCs
* Challenges and limitations of MOOCs
* Impact of instructors on learner satisfaction in MOOCs
* Dropout rates in MOOCs
* Personalized instruction in MOOCs
* Interaction with instructors and peers in MOOCs

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