

MOOCs (E-Learning) Project Personnel Competency Analysis

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Abstract : Nowadays, competencies of e-learning project personnel are very important in assisting them in offering courses, serving students in an effective way, leveraging advantages, strengthen their relationships with potential students, etc. among e-learning platforms, MOOCs has recently attracted increasing focuses in distance education since it can be conducted for a large numbers of virtual learners. Nonetheless, since MOOCs is a relatively new e-learning platform, top concerns have been paid to what competencies are important for e-learning personnel to consider. Taking this need, this research aimed to carry out an in-depth exploration of competency requirements of MOOCs (e-learning) project personnel in Taiwan vocational schools. Data were collected through thorough literature reviews and discussions and competency analysis was carried out using Delphi technique questionnaires. The results show that that MOOCs (e-learning) project personnel' professional competency lie in three main dimensions, among which 'demand analysis competency' (i.e., containing 10 major competences and 48 subordinate capabilities) is the most important competency, followed by 'project management competency' (i.e., comprising 6 major competences and 31 secondary capabilities), and finally 'digital content production competency' (i.e., including 12 major competences and 79 secondary capabilities). As such, in Taiwan context with different organizational scales and market sizes, the e-learning competency items and unique experience/ achievements throughout the promotion process obtained in this research will provide useful references for academic institutions in promoting e-learning.

Keywords : competency analysis, Delphi technique questionnaire, e-learning, massive open online courses

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