

3.2 Technology Access

MOOCs are clearly defined by their openness, by locating the information and the relationship between the different educational actors on the Internet ("online"), and by the fact that the size of the educational community involved in a Such a course can easily exceed the thousands of people ("massive"). Based on a collaborative or connective teaching model, MOOCs displace (some would say "exceed") the hierarchical relationship between teacher and student, so that the learning process is shared (hence the references in the MOOC literature to the idea of a "distributed responsibility" in learning), and students become, also, generators of content and connections between different aspects of the course. The students participating in a MOOC ideally cease to be individual actors in their learning, and become part of a much wider learning community, in which knowledge does not proceed exclusively (although it may have its origin or selection there initial) of the teacher, but also of the participation and involvement of other students. The emphasis, in MOOCs, on the use of social networks (Facebook, Twitter...) that consolidate these learning communities. In addition to social networks, those involved in the learning community can take advantage of content aggregation (RSS, for example) to share information, thematic or tangential materials, and learning strategies.

It is possible, however, that these a priori interesting concepts, which provide an attractive component of interactivity and a new educational community to MOOCs, have as a counterpoint potentially problematic realities, or challenges, that should be known before accepting the challenge of designing one of them these courses. In the first place, the open and massive nature of MOOCs presupposes an immense diversity of students, unimaginable if it comes from a traditional class, whether online or in a physical classroom context. The teacher must be prepared to find a wide variety of students in aspects such as prior knowledge of the subject, general education level, interest, knowledge of the technology that will require the follow-up of the course (or access to this technology if we take into account that MOOCs aspire to reach a global student body), and even the language in which it will be taught (for many students the language chosen for the course will not be their mother tongue). It must be borne in mind that, even if the traditional classroom requires a preparation to deal with diversity, it is not uncommon to reach several tens of thousands of students enrolled simultaneously (which can be estimated at 20,000 students in one classroom). course with some success⁵, with the exponential growth of the diversity that this implies. On the other hand, the average completion of an xMOOC between 40% and 13% of the total enrollment has also been encrypted⁶: although it is true that the fact that 5000 students complete a course is a very high number of success, it is difficult to gauge whether a completion rate of 10% (in an originally 50000-enrolled course, following this fictitious example) may or may not be considered a success, especially for teachers accustomed to higher completion rates in traditional settings.

While access to technology for instructional purposes has essentially expanded lately, such progress is uneven in all countries and districts. When thinking about the potential effect of improved access to technology, it is vital to recognize various types of access: Access to a PC with or without an established or remote web association; access to web broadband, which offers higher rates than a narrow band association; and versatile broadband access, through cell phones, for example, standard cell phones, cell phones, and tablets. Each of these types of access conveys its own particular instructional potential and strategic suggestions.

The most recent decade has seen a critical increase in access to ICT in the countries created. In some countries of the Organization for Economic Cooperation and Development (OECD), for example, 93% of 15-year-olds approach a CP at school, and approximately a similar rate (92.6%) is approaching the web at school. The proportion of substitutes for PC has also increased in these countries; in the neighborhoods of 2000 and 2009, the proportion of substitute students in 15-year schools fell from 13: 1 to 8: 1 (OECD, 2011). In some of these countries, for example, Belgium, Germany, Italy and Korea, access to housing is much higher than at school.

3.3 Motivation

The term that began to be known mass online courses or MOOC (Massive Open Online Courses) is beginning to disintegrate in other hybrid educational models such as BOOC (Big Open Online Courses), SPOC (Small Private Online Courses) or DOCC (Distributed Online Collaborative Course), partly due to the media impact that they have obtained in the last two years and that has boosted countless articles and congresses for their definition. However, both MOOCs and any of these new hybrid models must take into account a series of motivating components of teaching that should be included in any massive online course, one of which are badges, accreditations or certificates. , that try to justify and at the same time motivate the learning of the students. The key to the success of a badge could be in the prestige obtained within the social circle of the student, the sustainability of mass online courses could depend on it. The most prestigious certificates could cover the expenses, while those of less prestigious insignia would serve as a reward to motivate the student.

The motivation based on rewards is closely related to the self-esteem needs of the Maslow pyramid, the motivation would be the set of activities carried out to achieve the satisfaction of our needs (García Govea, Posada Vázquez and Hernández Rangel, 2012) and by therefore the need for self-esteem can be defined as a need for balance in the human being (Boeree, 1904).

However, although a priori it might seem that the reward system would motivate the students to achieve their objectives and this would greatly benefit the increase in the completion rate of MOOCs, currently close to 5% (Sánchez Acosta, 2013), Is not always that way. Jerome Bruner in his article "Towards a theory of instruction" (Bruner, 1969) classifies the rewards into two types:

1. Extrinsic: The one that the subject receives from the outside.
2. Intrinsic: The one that starts from the inside of the subject.

And he proposes to abandon the extrinsic rewards (such as the teacher's praise) for other intrinsic rewards (solve a difficult problem by itself) and also substitute the immediate reward for a deferred reward (Bruner, 1969).

When a reward is offered for studying or doing a task, it usually happens that, although the "amount of effort" increases, it does not usually improve the quality of what has been achieved while working. This is because the attention of the student is more in the reward than in the procedures and strategies to be put into play, then seeks more reward than learning (Tapia, 2005).

Furthermore, since it is an online course, it should be taken into account that those students who are self-motivated and who only need rewards can focus on those who do not pursue learning but only achieve a certificate of attendance or completion of objectives. Self-motivated students expect to be successful and have no problem setting high goals for themselves. Those who lack self-motivation, expect only limited success and according to the psychologist Covington expert in the subject, they set their goals in the lowest degree of realization that a person can have without experiencing too much concern. (Ibarrola López de Davalillo, 2006).

4. Methodology

This part of the paper describes the methodology's progress to develop the study to accomplish it successfully. All the parts of the study design, measurement and the factor hypothesized in the sample will be distinguished via the data questionnaire management and statistical research. This study investigates the readiness of Libyan students in higher education institutions toward using Massive Open Online Course (MOOC).

Quantitative study methods seek to increase the objectivity of the discoveries and are appealed to prognosis. Anticipation is an important method that a researcher will share his or her practices, understanding, and preconception to ensure objectivity in the implementation of the study. The important methods of several quantitative studies are the utilization of tools like surveys to gather data and improve on feasible theory to analyze the statistical hypotheses that respond to the questions of research.

The total population of this study is the Libyan students in the university of Tripoli city. Identifying the proper sample size for a study is able to give a wide perception toward answering the study question. Several previous studies have paid attention toward determining the optimal sample size for research. The total students at Tripoli University are 74,450 students. Based on G-power software which is designed to calculate the sample size based on the number of predictors within the model construct (Faul, Erdfelder, Lang, & Buchner, 2007). The sample of this study is 377 students.

The questionnaire is used to collect the data for the current study. The questionnaire is divided into two sections. The first section of the questionnaire is assigned to describe the background of the respondents to ensure that respondents have a different background, which gives the obtained result more reliability to be generalized. The first section consists of gender, age, educational level, and experience of using the Internet.

The second section of the questionnaire will be assigned to measure the contribution level of each independent variable that Internet discussion, technology access, and motivation toward the readiness for MOOC. Likert five point's scale will be used to measure the level of each item under the independent variables of the study. The lower value of the Likert scale is 1 for 'strongly disagree', while the highest point scale is determined by value 5 for 'strongly agree'.

The whole data was mainly entered into Microsoft Excel and then analyzed with SPSS software for the examinations purpose. The SPSS version 23 proposes detailed analysis options that view the data thoroughly and determine trends that have not been recognized. A researcher may explore several various variables on the set of information to differentiate how performance should change under various conditions. For the purpose of achieving the study objectives, the correlation and regression tests were used.

5. Results

This study has used a random sampling method in terms of distributing the questionnaires and selecting the samples for the study. The study sample were 371. Using this type of technique requires analyzing the respondents' profiles. The respondents' profiles test aims to identify and recognize each sample that was selected to participate in the research. The main reason for the respondents' profiles test is to make sure that all the samples were chosen and selected randomly. This test has several classifications to identify the respondents, which are gender, age, educational level, and experience of using Internet.

5.1 Respondents Profile

The male category recorded 70.4 % of respondents, with n = 261. The female category recorded 29.6 % of respondents, with n = 110.

The age category was including from 18 – 25 years old category recorded 33.8 % of respondents, with n = 125. From 26 – 35 years old category recorded 46.6 % of respondents, with n = 172. From 36 – 45 years old category recorded 4.9 % of respondents, with n = 18. From 46 and above years old category recorded 14.7 % of respondents, with n = 56.

While the educational level category was containing, the diploma category recorded 28.8 % of respondents, with n = 107. The bachelor category recorded 63.6 % of respondents, with n = 236. The master category recorded 7.5 % of respondents, with n = 28.

Lastly, the experience with internet category contained, From 1 – 3 years of experience category recorded 36.4 % of respondents, with n = 135. From 4 – 6 years of experience category recorded 39.6 % of respondents, with n = 146. From 7 – 8

years of experience category recorded 15.3 % of respondents, with n = 57. From 9 and above years of experience category recorded 8.7 % of respondents, with n = 33.

Table 1: Respondents profile

	Frequency	%		Frequency	%
Gender			Educational Level		
Male	261	70.4	Diploma	107	28.8
Female	110	29.6	Bachelor	236	63.6
			Master	28	7.5
Age			Experience of Using Internet		
18 - 25 years old	125	33.8	From 1 – 3 years	135	36.4
26 - 35 years old	172	46.6	From 4 – 6 years	146	39.6
36 - 45 years old	18	4.9	From 7 – 8 years	57	15.3
46 years old & Above	56	14.7	From 9 and above years	33	8.7

5.2 Reliability Test

The reliability test of the Internet discussion, technology access, and motivation toward the readiness for MOOC variables show that, there are great internal consistencies for all the variable's items. Based on Table 2, the Chronbach Alpha values of Internet discussion, technology access, and motivation toward the readiness for MOOC variables are equal to 0.863, 0.776, 0.722, and 0.894 respectively.

Table 2 Reliability test

No	Variable	Cronbach Alpha
1	Internet Discussion	0.863
2	Technology Access	0.776
3	Motivation	0.722
3	The Readiness for MOOC	0.894

5.3 Correlation Test

For the goal of finding out the type of relationship between Internet Discussion, Technology Access, Motivation, and readiness for MOOC, the correlation test is employed. Table 3 shows significant and positive relationships between Internet Discussion, Technology Access, Motivation, and readiness for MOOC. The following table 3 shows the level of significant.

Table 3 Correlations Test Analysis

Independent variables		The Readiness for MOOC
Internet Discussion	Pearson Correlation	0.273
	Sig. (2-tailed)	.000
Technology Access	Pearson Correlation	0.289
	Sig. (2-tailed)	.000
Motivation	Pearson Correlation	0.268
	Sig. (2-tailed)	.000

5.4 Regression Test

The regression test for this study was implemented to find out the future contribution of the dependent variable based on the independent variables. The multiple linear regression shows that the two variables (Internet Discussion, Technology Access, and Motivation) have significant values less than 0.05 (0.009, 0.008, and 0.002) which means The Readiness for MOOC is influenced by these three variables in the multiple linear regression model.

Table 4 Regression test for the first dependent variable adequacy feature

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	3.890	.232		16.558	.000
Internet Discussion	0.028	0.071	0.034	3.388	.009
Technology Access	0.125	0.075	0.151	2.656	.008
Motivation	0.148	0.047	0.180	3.108	.002

According to the current study, it was found that there are significant and positive relationships between Internet Discussion, Technology Access, Motivation, and readiness for MOOC. Stating that correlation values for the variables were (0.273, 0.289, and 0.268). These results are not different from the results found in the previous studies.

The Internet day by day advances as an important means of communication, and it is necessary that we adapt to these technological advances. The discussion forum had normally been carried out face-to-face, but with the advances of the internet, today can be carried through a web user application. For this, this paper will explain the discussion forums on the Internet and their advantages.

A forum (also known as "forums" or "discussion forums") on the Internet is a web application that supports discussions or opinions online. This application is usually organized in categories that contain forums. These last forums are containers in which new topics of discussion can be opened in which the users of the web will respond with their opinions.

A forum has a structure arranged in a tree. The categories are container forums that have no use other than "categorize" those forums. The forums, in turn, have topics (arguments) that include messages from users. They are a kind of bulletin board where opinions or information about a topic are exchanged. The difference between this tool of communication and instant messaging is that in the forums there is no "dialogue" in real-time, but nothing else is published an opinion that will be read later by someone who can comment or not. The forums allow analysis, confrontation, and discussion since they deal with specific topics of interest to a group of people. Depending on the forum, you will need to register to comment or you can do so on a guest basis (without registration or connection).

A discussion forum is an open space for the discussion of specific topics, with the purpose of allowing groups of common interests to interact, exchanging ideas, theories and opinions.

Social media and online platforms have been widely used to create an engaging environment for interacting. For instance, discussion boards and chat rooms help to guide student conversations about the course materials (Goldberg et al., 2015), and to facilitate peer-to-peer interactions and discussion from students worldwide (Murray, 2013). Social networking sites and wikis allow students to build connections with each other and their instructors (Conole, 2013). Bremer (2012) observed that Twitter was the most important communication tool for course participants, besides the course blog. Web-based communication enables instructors to get involved in both one-on-one and group interactions (Kellogg, 2013). DeBoer et al. (2013) found that students who collaborated in their studies performed better than those who worked on their own. Also, Rollag (2010) states that the use of discussion boards may serve as a better means to accomplish the desired learning outcomes for students who do not feel comfortable talking to their instructors face-to-face.

According to Chen (2014), the huge number of students in MOOCs makes the interaction between instructors and students very difficult. Students may also be overwhelmed by the volume of online resources and communication (Kop, 2011; Richter and Krishnamurthi, 2014). If there is not a common knowledge base and educational background among MOOC learners, they can hardly benefit from the discussion (Chen, 2014).

MOOCs are clearly defined by their openness, by locating the information and the relationship between the different educational actors on the Internet ("online"), and by the fact that the size of the educational community involved in a course can easily exceed the thousands of people ("massive"). Based on a collaborative or connective teaching model, MOOCs displace (some would say "exceed") the hierarchical relationship between teacher and student, so that the learning process is shared (hence the references in the MOOC literature to the idea of a "distributed responsibility" in learning), and students become, also, generators of content and connections between different aspects of the course. The students participating in a MOOC ideally cease to be individual actors in their learning, and become part of a much wider learning community, in which knowledge does not proceed exclusively (although it may have its origin or selection there initial) of the teacher, but also of the participation and involvement of other students. The emphasis, in MOOCs, on the use of social networks (Facebook, Twitter...) that consolidate these learning communities. In addition to social networks, those involved in the learning community can take advantage of content aggregation (RSS, for example) to share information, thematic or tangential materials, and learning strategies.

The motivation based on rewards is closely related to the self-esteem needs of the Maslow pyramid, the motivation would be the set of activities carried out to achieve the satisfaction of our needs (García Govea, Posada Vázquez and Hernández Rangel, 2012) and by therefore the need for self-esteem can be defined as a need for balance in the human being (Boeree, 1904).

When a reward is offered for studying or doing a task, it usually happens that, although the "amount of effort" increases, it does not usually improve the quality of what has been achieved while working. This is because the attention of the student is more in the reward than in the procedures and strategies to be put into play, then seeks more reward than learning (Tapia, 2005).

6. Conclusion

Several tests were applied to the study data for different purposes. This section will discuss only the findings that are related to the study objectives. The most important findings of this study are shown in the results of the correlation and regression tests.

It was found that there are significant and positive relationships between Internet Discussion, Technology Access, Motivation, and readiness for MOOC. Stating that correlation values for the variables were (0.273, 0.289, and 0.268).

According to the study results and findings, it was found that MOOC is a very important tool to be used in the field of education, so the researcher suggests that this type of study should be used in another developed country to examine the difference between the developed countries and the developing countries in the readiness of students towards using MOOC. It is also suggested to use different factors and variables to study their effect on the readiness of Libyan students at Tripoli University about learning by using MOOC.

The higher educational institutions are recommended to be aware that before starting to adopt open-ended large-scale MOOCs, higher education institutions should seek to understand as many possible areas of risk as possible. They should also clarify the rights and responsibilities of all stakeholders, develop strategies and policies for the MOOC system, and ensure that all participating faculty members are willing to participate in the development process.

References

- Achimugu, P., Oluwagbemi, O., & Oluwaranti, A. (2010). An evaluation of the impact of ICT diffusion in Nigeria's higher educational institutions. *Journal of Information Technology Impact*, 10(1), 25-34.
- Aker, J. C., & Mbiti, I. M. (2010). Mobile phones and economic development in Africa. *The journal of economic perspectives*, 24(3), 207-232.
- Ale, K., & Chib, A. (2011). Community factors in technology adoption in primary education: Perspectives from rural India. *Information Technologies & International Development*, 7(4), pp. 53-68.
- Anderson, T., & Dron, J. (2011). Three generations of distance education pedagogy. *The International Review of Research in Open and Distributed Learning*, 12(3), 80-97.
- Balasubramanian, K., & Clarke-Kah, W. (2009). ICTs for higher education. Background paper from the commonwealth of learning UNESCO. Paper presented at the World Conference on Higher Education.
- Boeree, C. G. (1904). Personality theories. BF Skinner.
- Bremer, C. (2012). "New format for online courses: the open course future of learning", paper presented at the eLearning Baltics (eLBa 2012), Rostock, pp. 63-90.
- Breslow, L., Pritchard, D. E., DeBoer, J., Stump, G. S., Ho, A. D., & Seaton, D. T. (2013). Studying learning in the worldwide classroom research into edX's first MOOC. *Research & Practice in Assessment*, 8, 13-25.
- Bruner, J. (1969). *Towards a theory of instruction*. Mexico, UTEHA.
- Chauhan, A. (2015). Beyond the Phenomenon: Assessment in Massive Open. *Macro-Level Learning through Massive Open Online Courses (MOOCs): Strategies and Predictions for the Future: Strategies and Predictions for the Future*, 119.
- Chen, Y. (2014). "Investigating MOOCs through blog mining", *International Review of Study in Open and Distance Learning*, Vol. 15 No. 2, available at: www.irrodl.org/index.php/irrodl/article/view/1695/2832.
- Christensen, G., Steinmetz, A., Alcorn, B., Bennett, A., Woods, D., & Emanuel, E. (2013). The MOOC phenomenon: Who takes massive open online courses and why?
- Clarà, M., & Barberà, E. (2013). Learning online: massive open online courses (MOOCs), connectivism, and cultural psychology. *Distance Education*, 34(1), 129-136.
- Conole, G. (2013). "MOOCs as disruptive technologies: strategies for enhancing the learner experience and quality of MOOCs", *Revista de Educación a Distancia*, Vol. 39, pp. 1-17.
- De Barba, P., Kennedy, G. E., & Ainley, M. (2016). The role of students' motivation and participation in predicting performance in a MOOC. *Journal of Computer Assisted Learning*, 32(3), 218-231.
- Dodds, T. (2007). Information technology: A contributor to innovation in higher education. *New Directions for Higher Education*, 2007(137), 85-95.
- Faul, F., Erdfelder, E., Lang, A.-G., & Buchner, A. (2007). G* Power 3: A flexible statistical power analysis program for the social, behavioral, and biomedical sciences. *Behavior research methods*, 39(2), 175-191.
- Follis, C. (2015). *VARIABLES PREDICTING THE RETENTION OF COMMUNITY COLLEGE STUDENTS IN ONLINE COURSES* _ A Dissertation presented to. University of Missouri-Columbia.
- García-Peñalvo, F. J., Fidalgo-Blanco, Á., & Sein-Echaluce, M. L. (2018). An adaptive hybrid MOOC model: Disrupting the MOOC concept in higher education. *Telematics and Informatics*, 35(4), 1018-1030.
- Goldberg, L.R., Bell, E., King, C., O'Mara, C., McInerney, F., Robinson, A. and Vickers, J. (2015), "Relationship between participants' level of education and engagement in their completion of the understanding dementia massive open online course", *BMC Medical Education*, Vol. 15 No. 1, p. 60, available at: bmcmededuc.biomedcentral.com/articles/10.1186/s12909-015-0344-z.
- Hertin, R. D., & Al-Sanjary, O. I. (2018). Performance of Hospital Information System in Malaysian Public Hospital: a Review. *International Journal of Engineering & Technology*, 7(4.11), 24-28.
- Hone, K. S., & El Said, G. R. (2016). Exploring the factors affecting MOOC retention: A survey study. *Computers & Education*, 98, 157-168.
- Ibarrola López de Davalillo, B. (2006). *The education of emotions in Primary Education*. Extremadura joint.
- Jasnani, P. (2013). *Designing MOOCs: A white paper on instructional design for MOOCs*. Retrieved October, 5, 2015.

- Jordan, K. (2015). Massive open online course completion rates revisited: Assessment, length and attrition. *The International Review of Research in Open and Distributed Learning*, 16(3).
- Kellogg, S. (2013). "Online learning: how to make a MOOC", *Nature*, Vol. 499 No. 7458, pp. 369-371.
- Kizilcec, R. F., Pérez-Sanagustín, M., & Maldonado, J. J. (2016). Recommending self-regulated learning strategies does not improve performance in a MOOC. Paper presented at the Proceedings of the Third (2016) ACM Conference on Learning@ Scale.
- Kop, R. (2011). The challenges to connectivist learning on open online networks: Learning experiences during a massive open online course. *The International Review of Research in Open and Distributed Learning*, 12(3), 19-38.
- Martin, F. G. (2012). Will massive open online courses change how we teach? *Communications of the ACM*, 55(8), 26-28.
- Murray, A. (2013). "Running a MOOC? Massive open online courses", *Distance Learning*, Vol. 10 No. 2, pp. 11-18.
- OECD (2011). PISA 2009 Results: Students onLine: Digital Technologies and Performance (Volume VI). Retrieved December 29, 2013, from <http://dx.doi.org/10.1787/9789264112995-en>.
- Pursel, B. K., Zhang, L., Jablowski, K. W., Choi, G., & Velegol, D. (2016). Understanding MOOC students: motivations and behaviours indicative of MOOC completion. *Journal of Computer Assisted Learning*, 32(3), 202-217.
- Richter, S.L. and Krishnamurthi, M. (2014), "Preparing faculty for teaching a MOOC: recommendations from study and experience", *International Journal of Information and Education Technology*, Vol. 4 No. 5, pp. 411-415.
- Rollag, K. (2010). "Teaching business cases online through discussion boards: strategies and best practices", *Journal of Management Education*, Vol. 34 No. 4, pp. 499-526.
- Shanmugam, K., Srinivas, K., & Reddy, K. S. (2014). INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN EDUCATION: ADVANTAGES, DISADVANTAGES, CONVENIENCES AND LIMITATIONS. Paper presented at the NATIONAL SEMINAR.
- Siemens, G. (2005). Connectivism: Learning as network-creation. *ASTD Learning News*, 10(1), 1-28.
- Siemens, G., Gašević, D., & Dawson, S. (2015). Preparing for the digital university: a review of the history and current state of distance, blended, and online learning. Athabasca: Athabasca University.
- Smith, N., Caldwell, H., Richards, M., & Bandara, A. (2017). A comparison of MOOC development and delivery approaches. *International Journal of Information and Learning Technology*, 34(2), 152-164. doi: 10.1108/IJILT-09-2016-0047
- Tapia, J. A. (2005). *Motivate at school, motivate the family: keys to learning*. Morata editions.
- Tschafen, C., & Mackness, J. (2012). Connectivism and dimensions of individual experience. *The International Review of Research in Open and Distributed Learning*, 13(1), 124-143.
- Tu, C.-H., Sujo-Montes, L., Yen, C.-J., Chan, J.-Y., & Blocher, M. (2012). The integration of personal learning environments & open network learning environments. *TechTrends*, 56(3), 13.
- Väljataga, T., & Laanpere, M. (2010). Learner control and personal learning environment: a challenge for instructional design. *Interactive Learning Environments*, 18(3), 277-291.
- Veletsianos, G. (2010). *Emerging technologies in distance education*: Athabasca University Press.
- Watson, S. L., Loizzo, J., Watson, W. R., Mueller, C., Lim, J., & Ertmer, P. A. (2016). Instructional design, facilitation, and perceived learning outcomes: An exploratory case study of a human trafficking MOOC for attitudinal change. *Educational Technology Research and Development*, 64(6), 1273-1300.
- Zhu, M., Sari, A., & Lee, M. M. (2018). A systematic review of research methods and topics of the empirical MOOC literature (2014–2016). *The Internet and Higher Education*, 37, 31-39.
- Zou, M. (2016). Exploration of Application Mode of the MOOC-based Distance Education Mode in Digital Illustration. *International Journal of Emerging Technologies in Learning*, 11(9).