

## Scope of Work:

### It's All Connected: Exploring the Relationship Between Intention, Performance, and Fulfillment in MOOCs

Using massive open online courses (MOOCs) completion rates (the number of completers divided by the number of enrollees) to evaluate effectiveness does not consider the diversity of learner intentions for enrolling in a MOOC. Instead, we should use a learner-centered approach focusing on the intention-behavior gap – what do learners intend to accomplish, and how can we support them in reaching those goals? This exploratory study uses secondary data to examine learner intentions to complete the first MOOC in a mesocredential program (Moore, 2022). This study will be the first comprehensive analysis of learner intentions in mesocredential programs. Mesocredentials are MOOC-based achievements that translate into academic credit (Moore, 2022). To earn this credential, learners must pass a series of MOOCs and either pass a culminating capstone exam or complete a final project. Institutions such as MIT, UC San Diego, and Georgia Tech offer mesocredential programs, but little is known about factors that impact learner intention fulfillment. This study addresses that gap by pairing the responses from a pre-course survey with identifiable learner data and building learner intention profiles and a prediction model of intention-fulfillment. I hope to establish foundational knowledge to help learners fulfill their intention to complete mesocredentials.