

my personal development.			
5. This method of teaching was interesting.	45	4.11	0.885
6. This method of teaching motivates me to succeed.	45	4.20	0.694
7. I would like to use this method of teaching when I become a teacher.	45	4.07	0.821
8. I think this method makes learning easy.	45	4.44	0.624
9. I think using this method is a positive idea.	45	4.20	0.757
10. I would recommend other students to use this method in their studies.	45	4.31	0.668
11. I enjoy learning from the face to face component of this course.	45	4.11	0.682
12. I enjoy learning from the online component of this course.	45	4.18	0.684
13. I think working within groups online is really useful.	45	4.24	0.773
14. I think working within groups face to face is really useful.	45	4.33	0.716
15. I am satisfied in using this method for my learning.	45	4.22	0.704

As presented in Table1 the mean of the fifteen statements used to measure attitudes toward using Hybrids MOCCs with Flipped Classroom ranged between 4.44 to 4.07, which indicate overall high agreement to attitudes toward using Hybrids MOCCs. Among the fifteen items used, the statement "I think this method makes learning easy" (Mean=4.44, S.D=0.624) and the statement "This method of teaching gives me more room to express myself" (Mean=4.33, S.D=0.739) scored the highest average. While the lowest agreement was to statement "I would like to use this method of teaching when I become a teacher" (Mean=4.07, S.D=0.821). In general, we conclude that all statements scored high agreement which reflect positive students toward using Hybrids were MOCCs.

4.2. Qualitative Results

The interview was aimed at obtaining student perspectives towards using Hybrid MOOCs with Flipped Classrooms, but on a deeper, more personal level.

At the beginning, students felt that they had difficulties in dealing with Hybrid MOOCs with Flipped Classrooms as it was their first educational experience with this new teaching method. Students perceived Hybrid MOOCs with Flipped Classrooms as difficult, a waste of time, and complicated at the beginning of the course. There was also tension and fear of failure among them when initially exposed to it. However, this perspective dramatically changed within the first few weeks. Students gained experience in dealing with Hybrid MOOCs with Flipped Classrooms which enabled them to acquire its benefits and advantages. Students found that Hybrid MOOCs with Flipped Classrooms eventually become enjoyable, easy, and have many benefits such as saving time and effort, not to mention added clarity when compared with traditional methods (face-to-face).

Student 1 held that, "My views on the Hybrid MOOCs with Flipped Classrooms changed greatly. Before using it, I thought it is going to be tough and won't have benefit but after becoming used to it, I found learning easier". Moreover, Student 2 said, "I enjoyed learning and the clear objectives made my achievement great". Student 3 had severely shifted and changed his perception. Eventually he said, "I thought classes are going to be complicated but soon that changed. It fulfils my need and becomes very useful". Student 6 declared, "Before using Hybrid MOOCs, I had the fear of failure. It was an unknown experience but soon my views changed and quickly got used to it. Now it is my preferred learning method". After explaining changes in his perception, student 8 said, "I hope this method is applied for the rest of the courses. "Overall, although the survey element proved that there is a high agreement towards using Hybrid MOOCs with Flipped Classrooms, the interview elaborated further and showed that the students took time to get used to this method and their approval of it was not necessarily instantaneous.

5. Discussion

The results of quantitative and qualitative data collection methods suggest that students have a positive attitude toward using Hybrid MOOCs in their education. The implications of the findings are significant as not only do the findings of this study concur with previous research see [5],[6],[7],[18],[19] done on student attitudes towards MOOCs, this time the same type of general attitudes were given in a society known as being quite traditional see [20]. This is important in terms of MOOCs penetration in countries that are not yet considered fully developed. Another important issue was that preconceptions had a lot to do with student attitudes towards using MOOCs. Student preconceptions were not necessarily all positive, but with some experience with the new system, they changed and became optimistic see [13].

It was obvious that looking at the qualitative and quantitative findings, there is a sense of generalizability among students in terms of an overall belief in viability of this new method for other subjects see [21]. The multiple channels for learning (video, discussion, articles, quizzes...) had an influence on students' positive position towards MOOCs see [22]. In addition, the fact that they do not have to be physically present on campus was also received in a positive light. As Saudi Arabia is on the rise in terms of technology use among youth [23], the fact that students can use MOOCs on their mobile platforms has had a positive impact on their reception towards it. A prominent issue was that although it was the first time for all students studying with MOOCs, there was no negativity towards it, after they dealt with the new teaching method. In addition, the students who studied under this new method came from various departments who had to pass one common module and this diverse background did not in any way affect their positive perception of MOOCs. Moreover, contrary to the study done by Roshchina, Roshchin and Rudakov [8], students with different academic performance all liked MOOCs and it was not similar to their study where only high performing students liked it. Unlike the study done by Fesol and Salam [4] where preconceptions towards MOOCs remained the same after being exposed to it, as students who were predisposed towards traditional learning were more against MOOCs and students who were more predisposed towards flexible online learning were positive towards MOOCs, in this study, majority of students regardless of their predispositions towards online learning or traditional learning, became positive after a trying with it. The findings of this paper imply that pleasure see [24] in learning was a factor turning students' views towards MOOCs in a positive direction as the traditional learning in the country of Saudi Arabia is quite rigid see [20]. Novelty is another factor affecting student perceptions towards MOOCs to be positive, as for centuries, the strong man teacher position who had full control of the class was the head of educating students and now, his/her control is less with more autonomy for learners see [25], [26],[27].

The integration of Hybrid MOOCs with Flipped Classrooms in Majmaah University is still in its early stages of development. Although its reception was positive, still, time is needed to ensure that favourable attitudes towards this new pedagogy lead to sustained accommodating positions for more implementation of this method, as the current study only fixated on 45 students and one module. Since this is one of the very few studies assessing student attitudes towards Hybrid MOOCs with Flipped classrooms in Saudi Arabia, it is difficult to predict how and if this new method would be accepted in Saudi education system. However, this study gave an early positive indicator to what might come ahead and how students regard

the new method in comparison to the face to face traditional teaching method which has been dominant for centuries in the kingdom.

6. Conclusion

The current paper successfully identified the responses, views, and reactions towards a new teaching method (Hybrid MOOCs with Flipped Classrooms) which was a move away from the traditional face to face pedagogy in Saudi Arabia. It used mixed methods (Interview plus survey) to discover their views. It appeared that although there is a general positive response towards using this new teaching method, this perception was not all favorable at the beginning as students needed time to adapt to it.

The current paper is the first study examining student attitudes towards using Hybrid MOOCs with Flipped Classrooms in higher education in the country of Saudi Arabia. Prior to it, to the authors' knowledge, no similar studies were conducted in the Middle East to obtain student views in this regard. As a result, the study presents novel and innovative research in this very important field of technological instruction.

7. Acknowledgement

I would like to thank the Saudi Government for giving me a scholarship and supporting me to complete my higher education in UK. Moreover, I would like to thank Dr Muge Satar Coen for her guidance and advice.

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