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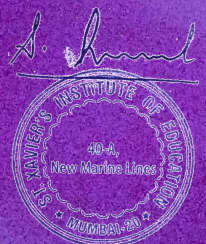
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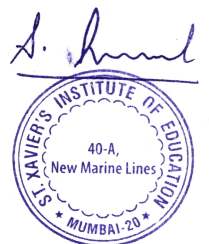
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A Study on the Impact of Affective Learning Experience on Attitude towards Technology, Self-regulated Learning and Online Learning Behaviour among MOOC Learners

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ABSTRACT

Different thinking functions, such as sensation, cognition, memory, consciousness, rationality, and pattern recognition, are significantly influenced by the affective learning experience. These different thinking functions and cognitive control are intricately connected to the learning processes and cognitive processing. In this research study, the researcher analyses the influence of the affective learning experience of MOOC learners on their attitude towards technology, online learning behaviour and self-regulated learning behaviour. For the study, MOOC learners were selected. A quantitative approach was adopted by the researcher in this study. The present research follows the descriptive method of the causal-comparative type. It was found that the affective learning experience of the learners influences their attitude towards technology, online learning behaviour and self-regulated learning behaviour.

Keywords: MOOC, affective learning experiences, attitude towards technology, online learning behaviour, self-regulated learning, MOOC learners

Affective learning experiences include a spectrum of often occurring states of mind or feelings. It has emotions, both pleasurable and painful. Classroom activities, teaching methodologies, interaction with educators, and the interactive learning environment within which learning and teaching contribute to what learners perceive as their learning. In traditional educational and online education contexts, the significance of the affective learning experience has been demonstrated. According to Caine & Caine (1991), the learning process is affected and structured by attitude and perspectives based on expectations, perception of self, and the desire for social contact. Different thinking functions, such as sensation, cognition, memory, consciousness, rationality, and pattern recognition, are significantly influenced by the affective learning experience. These different thinking functions and cognitive control are intricately connected to the learning

processes and cognitive processing (Vuilleumier, 2005). Much contemporary research examines the effect of affective learning experiences on learning processes. According to studies, positive emotions enhance learning and contribute to academic success through self-motivation and self-regulated learning. It influences the student's learning behaviour (Um *et al.* 2012).

In this research study, the researcher analyses the influence of the affective learning experience of learners from the MOOC program on their attitude towards technology, online learning behaviour and self-regulated learning behaviour.



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