The Factors Affecting the Use of Massive Open Online Courses in Blended Learning by Lecturers in Universities

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Abstract : Massive Open Online Courses (MOOCs) have recently gained widespread interest in the academic world, starting a wide range of discussion of a number of issues. One of these issues, using MOOCs in teaching and learning in the higher education by integrating MOOCs' contents with traditional face-to-face activities in blended learning format, is called blended MOOCs (bMOOCs) and is intended not to replace traditional learning but to enhance students learning. Most research on MOOCs has focused on students' perception and institutional threats whereas there is a lack of published research on academics' experiences and practices. Thus, the first aim of the study is to develop a classification of blended MOOCs models by conducting a systematic literature review, classifying 19 different case studies, and identifying the broad types of bMOOCs models namely: Supplementary Model and Integrated Model. Thus, the analyses phase will emphasize on these different types of bMOOCs models in terms of adopting MOOCs by lecturers. The second aim of the study is to improve the understanding of lecturers' acceptance of bMOOCs by investigate the factors that influence academics' acceptance of using MOOCs in traditional learning by distributing an online survey to lecturers who participate in MOOCs platforms. These factors can help institutions to encourage their lecturers to integrate MOOCs with their traditional courses in universities.