



< Back to results | < Previous 7 of 555 Next >

[Export](#) [Download](#) [Print](#) [E-mail](#) [Save to PDF](#) [Add to List](#) [More... >](#)

[View at Publisher](#)

Data in Brief [Open Access](#)
Volume 22, February 2019, Pages 118-125

Massive Open Online Courses (MOOCs): Data on higher education (Article) [Open Access](#)

Al-Rahmi, W.^a, Aldraiweesh, A.^b , Yahaya, N.^a, Bin Kamin, Y.^a, Zeki, A.M.^c 

^aFaculty of Education, Universiti Teknologi Malaysia, Skudai, Johor 81310, Malaysia

^bCollege of Education, Educational Technology Department, King Saud University, Riyadh, Saudi Arabia

^cFaculty of Information and Communication Technology, International Islamic University Malaysia, Kuala Lumpur 10 50728, Malaysia

Abstract

The data presented in this article are based on provides a systematic and organized review of 219 studies regarding using of Massive Open Online Courses (MOOCs) in higher education from 2012 to 2017. Consequently, the extant, peer-reviewed literature relating to MOOCs was methodically assessed, as a means of formulating a classification for MOOC-focused scholarly literature. The publication journal, country of origin, researchers, release data, theoretical approach, models, methodology and study participants were all factors used to assess and categorise the MOOC. These data contribute to materials required by readers who are interested in different aspects related to the literature of using Massive Open Online Courses (MOOCs) in higher education. Intention to use, interaction, engagement, motivations and satisfaction were five dynamics assessed in relation to the improvement of MOOCs. Students' academic performance can be influenced by MOOC which has the advantage of facilitating the learning process through offering materials and enabling the share of information. © 2018

SciVal Topic Prominence

Topic: [course](#) | [Education](#) | [discussion forums](#)

Prominence percentile: 99.463 

Author keywords

[Higher education](#) [Massive Open Online Courses \(MOOCs\)](#) [Systematic literature review](#)

Funding details

Funding sponsor	Funding number	Acronym
Universiti Teknologi Malaysia	PY/2018/02903	UTM
Deanship of Scientific Research, King Saud University		
Centre for Teaching and Learning, Universiti Teknologi Malaysia		CTL

Funding text

We would like to thank the Research Management Centre (RMC) at Universiti Teknologi Malaysia (UTM) for funding this project under grant numbers PY/2018/02903 : QJ130000.21A2.04E40 . The authors extend their appreciation to the Deanship of Scientific Research at King Saud University. Transparency document

Metrics

0 Citations in Scopus
0 Field-Weighted Citation Impact



PlumX Metrics

Usage, Captures, Mentions, Social Media and Citations beyond Scopus.

Cited by 0 documents

Inform me when this document is cited in Scopus:


[Set citation alert >](#)

[Set citation feed >](#)

Related documents

Find more related documents in Scopus based on:

[Authors >](#) [Keywords >](#)

 Aldraiweesh, A.; College of Education, Educational Technology Department, King Saud University, Riyadh, Saudi Arabia; email:aaldriwish@ksu.edu.sa
© Copyright 2018 Elsevier B.V., All rights reserved.

About Scopus

- What is Scopus
- Content coverage
- Scopus blog
- Scopus API
- Privacy matters

Language

- 日本語に切り替える
- 切换到简体中文
- 切换到繁體中文
- Русский язык

Customer Service

- Help
- Contact us



[Terms and conditions](#) [Privacy policy](#)

Copyright © 2019 Elsevier B.V. All rights reserved. Scopus® is a registered trademark of Elsevier B.V.
We use cookies to help provide and enhance our service and tailor content. By continuing, you agree to the use of cookies.

