Notice to Authors

Due to the overwhelming number of submissions to IRRODL, the journal has already met its publication quota for 2019. As a result, for a period that will not exceed six months, IRRODL will no longer be accepting submissions after May 1, 2019. In order to improve our service to the academic community, and to ensure a six month review to publication cycle, IRRODL will be moving to a regularized publication schedule in 2020. More information will be provided later this year.

We thank our authors, reviewers, and readers for their unwavering and exceptional support in making our journal one of the world’s most successful, open access journals in the field of open and distributed learning.

Research Articles

MOOCs: A systematic study of the published literature 2008-2012

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MOOCs: A systematic study of the published literature 2008-2012
Abstract

Massive open online courses (MOOCs) are a recent addition to the range of online learning options. Since 2008, MOOCs have been run by a variety of public and elite universities, especially in North America. Many academics have taken interest in MOOCs recognising the potential to deliver education around the globe on an unprecedented scale; some of these academics are taking a research-oriented perspective and academic papers describing their research are starting to appear in the traditional media of peer reviewed publications. This paper presents a systematic review of the published MOOC literature (2008-2012): Forty-five peer reviewed papers are identified through journals, database searches, searching the Web, and chaining from known sources to form the base for this review. We believe this is the first effort to systematically review literature relating to MOOCs, a fairly recent but massively popular phenomenon with a global reach. The review categorises the literature into eight different areas of interest, introductory, concept, case studies, educational theory, technology, participant focussed, provider focussed, and other, while also providing quantitative analysis of publications according to publication type, year of publication, and contributors. Future research directions guided by gaps in the literature are explored.

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The publication of major review articles on MOOCs continues to be an active line of research, as illustrated by recent studies providing a content analysis of trends and patterns in the literature (Bozkurt et al. 2017; Zawacki-Richter et al. Given that use of the Twitter platform is free, and that most of its content is published openly online, it is not surprising that MOOC-using teachers have successfully adopted it as an alternative site of learning to augment their courses (Salmon et al. This study employed a systematic literature review methodology (Petticrew and Roberts 2009; Okoli 2015; Kitchenham 2004) using the most common and reputable online databases/indices i.e. Web of Knowledge, EBSCO, Google Scholar, Scopus and IEEE Explore. This study presents the results of a systematic literature review on the combined field of accessible MOOCs that covers from the years 2008 to 2016. We followed a four-staged method than included a within-study and between-study literature analysis, and a descriptive synthesis. Liyanagunawardena, T.R., Adams, A.A., Williams, S.A.: MOOCs: a systematic study of the published literature 2008–2012. Int. Rev. This paper presents a systematic review of the published MOOC literature (2008-2012): Forty-five peer reviewed papers are identified through journals, database searches, searching the Web, and chaining from known sources to form the base for this review. We believe this is the first effort to systematically review literature relating to MOOCs, a fairly recent but massively popular phenomenon with a global reach. The papers that are published mostly focus on empirical evidence from case studies. There hasn't been much research on the learner perspective. They also mention that the available data is so massive that it limits most researchers.