

# MOOCs acceptance and usage among academics: application of the UTAUT model in the Russian Tertiary Education context

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## AIMS AND OBJECTIVES

This study aims to explore MOOCs acceptance and usage among academics in Russian higher education by applying the unified theory of acceptance and use of technology (UTAUT, Venkatesh et al., 2003) model to answer the following research question:

**What factors affect academics' acceptance and usage of MOOCs in Russian Tertiary Education?**

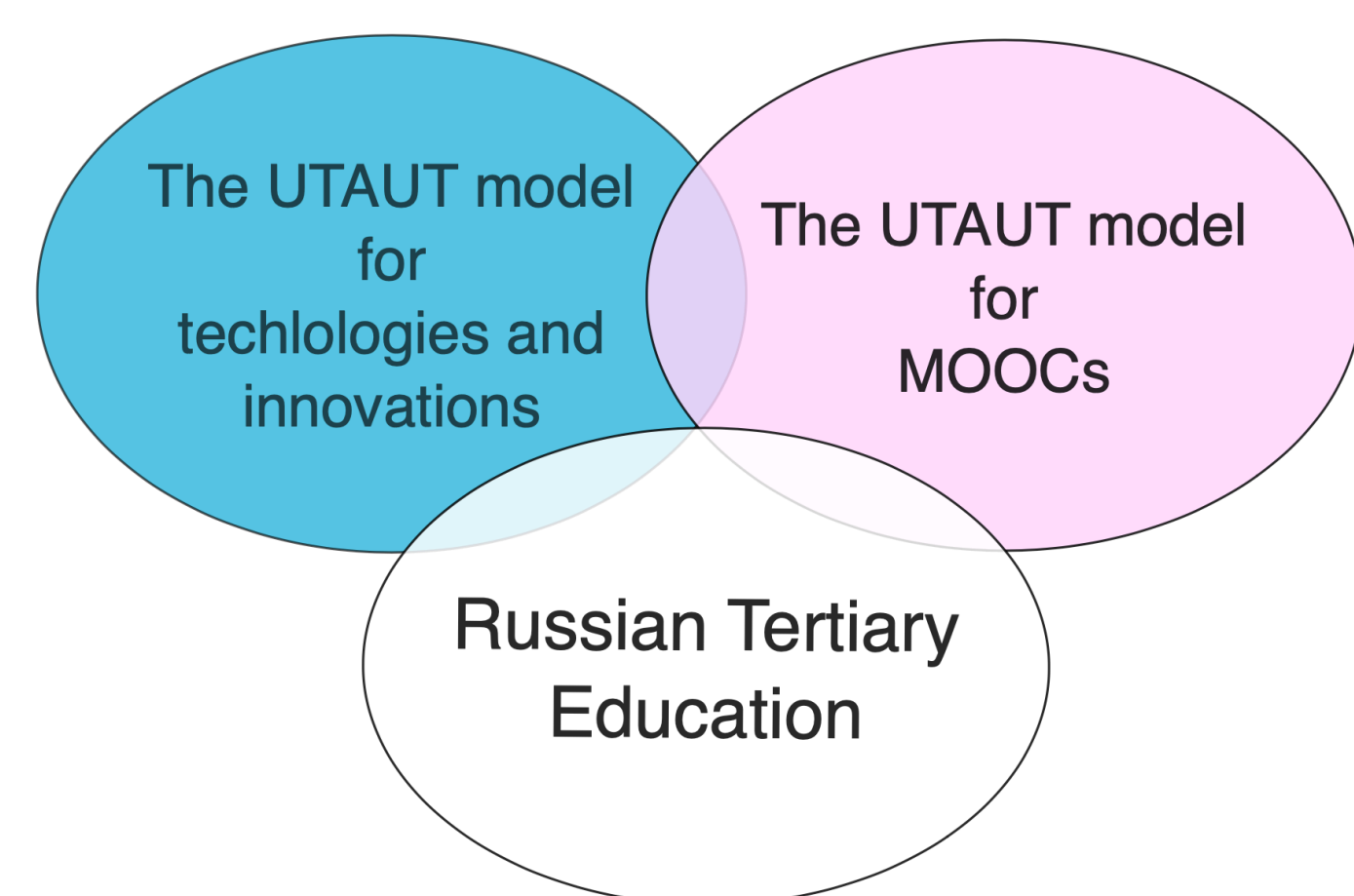


Figure 1. Location of the research focus.

## METHODOLOGY AND METHOD

This study will employ the UTAUT theoretical model to develop hypotheses and build a model. The structural equation modelling technique (Bollen, 1989) will be used to simultaneously test six hypotheses.

Control variables: gender, age, the experience in the use of technology, and the type of the university.

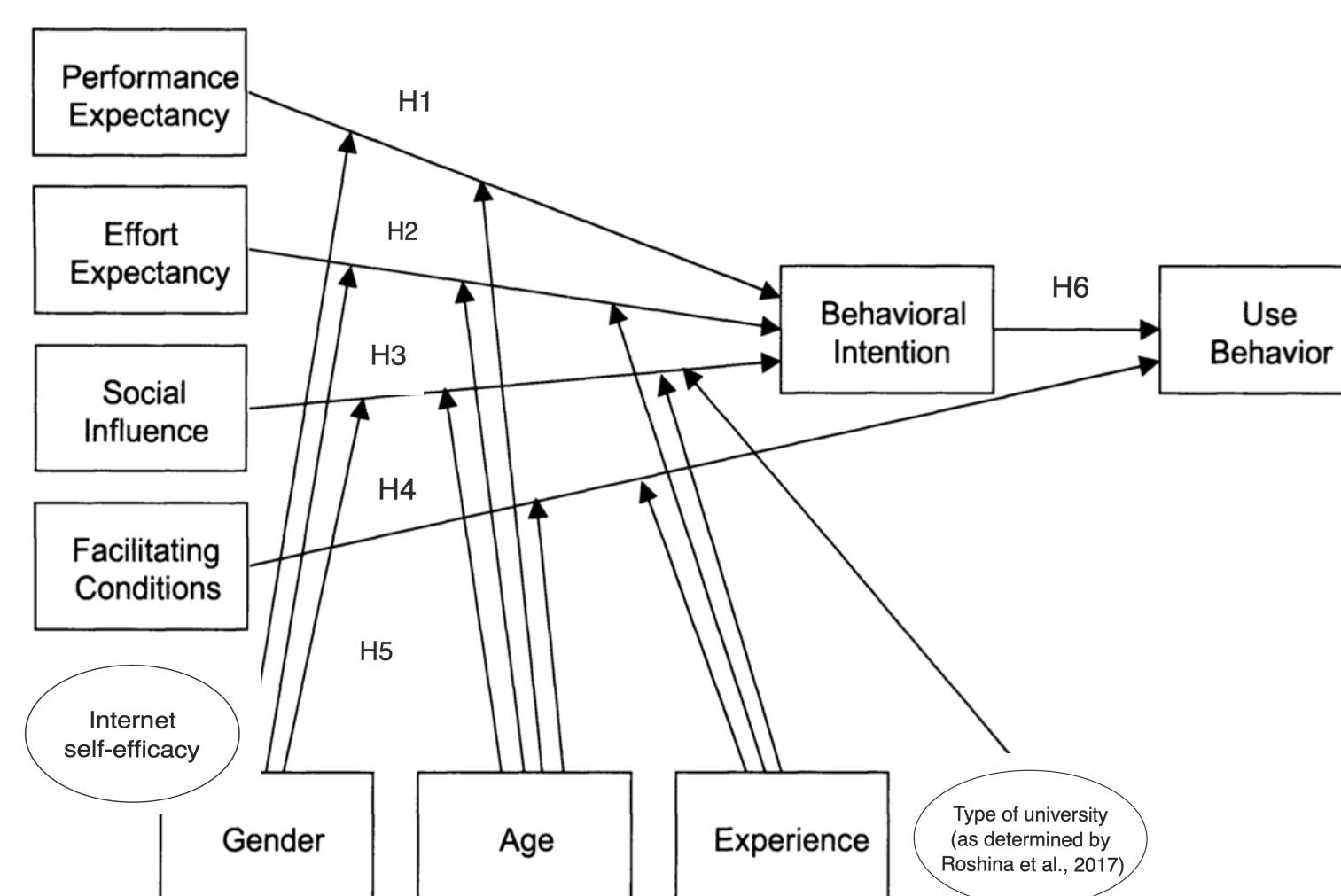


Figure 2. Hypothesised model (based on the UTAUT model, Venkatesh et al., 2003, p. 447).

## IMPLICATIONS

**This study intends to:**

1. Test the UTAUT model using a large sample in a Russian HE context (data collected across 101 HEIs).

**The results of the study will:**

1. Contribute to the gap in the international research on factors that influence MOOCs acceptance and usage among academics (**theoretical implication**).
2. Provide insights on how to facilitate the adoption of MOOCs within HEIs, and how different groups of academics can be better supported (**practical implication**).
3. To contribute to the methodological discussion on the UTAUT model within the international community of scholars (**methodological implication**).

## CONTACT

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## REFERENCES

- Bollen, K. A. (1989). *Structural Equations with Latent Variables*. New York, NY: John Wiley.
- Venkatesh, V., Morris, M., Davis, G. & Davis, F. (2003). User acceptance of information technology: Toward a unified view. *MIS Quarterly*, 27(3), 425–478.