

MOOCs: What impacts learners' continuance intention, intention to complete or cancel a course?

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Abstract

Increasing demand for MOOCs has resulted in continuous attention from researchers and businesses. This study analyses the factors that impact three different learning outcomes – continuance intention, intention to complete and intention to cancel – by employing the theory of planned behaviour (TPB) and the technology acceptance model (TAM). The quantitative study was performed by surveying 299 respondents from 44 countries. The SEM analysis disclosed that the TAM can only explain continuance intention but cannot be fully applied to intention to cancel or intention to complete a course. Furthermore, TPB factors (participants' support and self-efficacy) had different influences on three learning outcomes.

Keywords: *massive open online courses, continuance intention, intention to complete.*