

Hotspots and Frontiers in Global Online Learning Satisfaction Research from 2000 to 2022: A visual analysis using CiteSpace

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ABSTRACT

Online learning literature constitutes a considerable accumulation of data for follow-up studies. Using CiteSpace software, this study examines critical research areas and emerging trends in global online learning satisfaction from 2000 to 2022, based on data from the Web of Science (WoS) database. The analysis reveals several research hotspots. Firstly, there is a focus on investigating the current status and strategies for improving online learning satisfaction, particularly during the COVID-19 pandemic. Researchers have also developed evaluation models to assess satisfaction and its influencing factors. Additionally, the study explores how satisfaction relates to learning input, output and its comparison with other modes. Higher education students, especially those in the medical field, are the primary focus of existing research. Regarding emerging frontiers, "environment," "e-learning," and "feedback" are identified as strengthening trends, while "teaching or learning strategies," "computer-mediated communication," and "sustainability" show weakening trends. However, challenges persist in the current research landscape, including insufficient attention to the student experience and personalized support, limited research methods, and a lack of studies on recent advancements. To address these issues, the study emphasizes the importance of integrating student experience and support into research frameworks. It advocates for using multiple research methods to enhance validity and reliability. Furthermore, expanding the scope of research subjects to encompass a broader range of learners and actively exploring new research topics are proposed.

Keywords: Online Learning, Student Satisfaction, Knowledge Graph, Student Experience, Personalized Support