**The Acceptance of E-learning**

**Literature Review**



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**1 The acceptance of e-learning - a topic worth researching**

**1-1 Wide application of e-learning**

In the era of information and globalization, pressure is put on academic institutions to integrate e-learning into their educational environment(Saade & Bahli, 2005; R.Hussein, U.Aditiawarman & N. Mohamed, Muhammad, et al. 2022). Universities all over the world have spent millions of dollars to build and maintain their e-learning systems(R.Ibrahi, 2017). E-learning has been widely applied all around the world. It is important to have more understanding on why students use e-learning to ensure its implementation are fully optimize.

**1-2 The impact of the acceptance of e-learning**

Students' acceptance of e-learning directly determine their learning behavior and effect (Tsai, Lin & Tsai, 2001). Unfortunately, previous studies suggested a negative picture of students’ acceptance of e-learning in developing countries. In Zhu Min(2009)’s study of 215 undergraduates, it is found that students still have strong dependence on teachers when learning online and can not correctly use e-learning strategies to achieve autonomous studying. Wang Dongdong (2020) found that 37.1% of the undergraduates thought they had poor initiative in online learning, and 45.79% said that they needed the supervision of teachers and parents.

**1-3 More researches on the acceptance of e-learning is in need**

Researches on e-learning were growing significantly from many years ago due to its importance and implementation at universities all over the world. Despite many research were done, the issues and challenges of successful e-learning implementation are still remains as suggested in several studies (Puteh M, 2008; Selim H M, 2007; Zhang L, 2020).

It should be emphasized that previous studies suggest that drawbacks of the e-learning system has significantly effects on students’ acceptance of e-learning (R.Ibrahim, 2017). Though, the e-learning system in developing countries has partially or entirely been unsuccessfully adopted (Said A. Salloum, 2019). This increases the uncertainty of domestic e-learning acceptance and makes it more significant to research the acceptance of e-learning in China.

As for the case in Chongqing University(CQU), according to our search results in Chongqing University Online Library, there are no relevant researches published. And we did noticed many freshmen, who have got used to paper learning in high school encountered troubles in accepting e-learning in the university. Hence, the freshmen’s acceptance of e-learning in CQU is a topic worth researching.

**2 Definition of key words**

Previous study has helped to define two key words in our research, namely e-learning and acceptance.

**2-1 E-learning**

E-learning is a learning method based on the use of e-media and e-devices(Shalloum, et al., 2019). It’s aim is to accept novel ways of comprehending learning and enhance availability of the training, communication and so on. In this study, we focus on e-media (I-smarsh, Budao Lepao, Zhiwang...) and e-devices (Ipad, electronic textbooks...) to conduct the investigation of our research.

**2-2 The acceptance of e-learning**

The acceptance of e-learning, as Teo (2010) defined, refers to a user’s willingness to adopt and use technology for the tasks it is designed to support. In the light of the Technology Acceptance Model(TAM), a model we will use in this study, the “acceptance” can be further defined. The external variables of this model is Perceived Usefulness(U) and Perceived Ease of Use(E). Based on this, the acceptance will be divided into 2 aspects. One is passive acceptance, corresponding to E, which mainly studies the freshmen’s awareness of the functions of necessary online platforms and their proficiency in the use of these platforms. The other is active acceptance, corresponding to U, which mainly studies the freshmen’s ability to use e-media and e-devices to improve learning efficiency and acquire knowledge.

**3 Methods to be used**

In the previous studies pertaining to technology acceptance, various research methods have been presented to explore the reasons and degree of which people accept new technology. Technology Acceptance Model with questionnaire has proved to be appropriate for predicting the acceptance of several technologies. And personal interview investigates the psychological factors of the subjects in depth, as a supplement to the above methods

**3-1 Technology Acceptance Model**

The technology acceptance model(TAM) will be used as the core model in the research. TAM, first proposed by Davis in 1989, is a model pertaining to technology acceptance(Shalloum, et al., 2019), often used in conjunction with questionnaire and regression analysis(https://baike.baidu.com/). It successfully applied to various e-learning platforms acceptance(Yalcin,et al. 2019) and has proved its effectiveness over many other models(Shalloum, et al. 2019).

There are 2 external variables in this model, namely the Perceived Usefulness(U) and Perceived Ease of Use(E). The former is affected by the latter. These two variables together influence users’ attitude toward using a system(A), and then influence behavioral intention to use(BI), which finally determine the actual system use(Shallum,et al. 2019).

Shallum also points out that five external factors extend TAM and can influence the two external variables, which include self-efficacy, subjective norms, enjoyment, computer anxiety and experience.

**3-2 Personal Interview**

The personal interview will be used to deepen the understanding of the acceptance of e-learning. It’s another method often used in researching the acceptance(https://biyelunwen.yjbys.com/). Personal interview is a one-on-one conversation on a topic, aimed at collecting the respondents' views on something or the reasons for making a decision. Compared with TAM, personal interview pays more attention to the psychological factors of the subjects. It significantly eliminates the influence of many irrational factors when filling in the questionnaire.

**Conclusion**

The review literature suggests that the wide application of e-learning and the significant impact of its acceptance as well as the unsuccessfully adopted e-learning system in developing country make it worthwhile to research the acceptance of e-learning in China. In terms of the acceptance of new technology, the technology acceptance model and questionnaire have proved their applicability and effectiveness, with personal interview serving as a supplement. These three methods are appropriate to investigate the acceptance of e-learning in Chongqing University, where we’ve noticed many freshmen encountered troubles in accepting e-learning in university.

(1006 words)

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