**2 Literature Review**

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.

**2-1 Key Studies**

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 researches 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). 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.

**2-2 Key concepts**

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

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. 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.

**2-3 Gaps in Existing Knowledge**

Previous studies suggest a lack of researches on e-learning acceptance(Puteh M, 2008; Selim H M, 2007; Zhang L, 2020). This has been fulfilled in Chongqing University. According to our search results in Chongqing University Online Library, there are no relevant researches published. Our research makes up for this gap by deeply investigating the e-learning acceptance of freshmen in CQU.

**2-4 Theoretical Framework**

**2-4-1 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.

**2-4-2 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.

**2-5 Conclusion**

The reviewed literature suggests that the wide application of e-learning and the unsuccessfully adopted e-learning system in developing country make it worthwhile to research the acceptance of e-learning in China. In Chongqing University, there’s a lack of survey on e-learning acceptance in freshmen. Our research makes up for this gap by deeply investigating the e-learning acceptance of freshmen in CQU.

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