### Going over the abstract

1, Why was the research done?.

2, How was the research done?.

3, What did the research find?.

### Next

1, The reference:.

2, topic:.

3, research question:.

4, method of data collection:.

5, comments on data collection:.

6, method of data analysis:.

7, comments on data analysis:.

8, the significance of this paper for you:.

### Going over the abstract

1, Why was the research done?

Research the impact of e-learning on the activities of bachelor of primary education students

2, How was the research done?

It employed the action research approach, conducted in three cycles with three main stages of lesson study in each cycle (plan, do, and see).

3, What did the research find?

 e-learning has a positive impact on the learning

### Next

1, The reference:

<https://iopscience.iop.org/article/10.1088/1742-6596/1460/1/012104>

Mislinawati et al 2020 J. Phys.: Conf. Ser. 1460 012104

2, topic:

The impact of e-learning towards students' activity at the department of primary education, Syiah Kuala University.

3, research question:

Does e-learning have an advantage over students’ learning activities?

4, method of data collection:

observation and questionnaire

5, comments on data collection:

traditional but implementable. Not so all-around.

6, method of data analysis:

descriptive analysis and the percentage formula for the questionnaire

7, comments on data analysis:

It’s the only analysis method that compare with the method of data collection

8, the significance of this paper for you

Personally, this research is not so convincing. It analyses the result that students’ average score increases over the course of learning in the online program. Then it draws the conclusion that e-learning benefits to students’ learning activities. It doesn’t consider the possibility that the longer students learn in the program, the more familiar they are with e-learning, and the better they’ll behaviour. However this paper can still act as a supportive idea for the advantage of e-learning.

### Going over the abstract

1, Why was the research done?.

E-learning is still unacceptable for many people, and that is poisoned to one’s academic performance. This research focused on the impact of human and social factors on the decision to accept e-learning

2, How was the research done?.

a modified Theory of Acceptance and Use of Technology (UTAUT) model

a survey questionnaire was used

3, What did the research find?.

social influence, attitude and perceived usefulness, stress, satisfaction and fatigue are main factors

strong correlations between perceived usefulness and social influence; previous e-learning experience and average time spent using e-learning; previous e-learning experience and behavioural intention demonstrate how the human and social factors influence the e-learning acceptance culture.

### Next

1, The reference:.

<https://www.tandfonline.com/doi/full/10.1080/10494820.2018.1474233>

2, topic:.

**Human and social factors affecting the decision of students to accept e-learning**

3, research question:.

1, What are the critical human and social factors that influence students' decision to accept e-learning?

2, How do human and social factors influence students' decision to accept e-learning?

4, method of data collection:.

Questionnaire  stratified sampling method

5, comments on data collection:.

Nothing to criticize

6, method of data analysis:.

Multiple regression analysis.

Summary of regression analysis (N = 137).

Significant statements.

7, comments on data analysis:.

Scientific and rigorous

8, the significance of this paper for you:.

It brings many factors that cause students not to accept e-learning and also offers some suggestions on how to speed up student’ accepting e-learning

### Going over the abstract

1, Why was the research done?.

随着国家数字化建设的推进，电子课本的试验和应用正在加速深入开展，在这种背景下，探究学习方法与学习效能感对电子课本的技术接受程度的影响成为一个重要问题

2, How was the research done?.

对我国某省市25所小学的1972名小学生进行问卷调查,内容包括学习背景调查、技术接受度问卷、学习方法问卷（简称R-LPQ-2F）和学习效能感问卷

3, What did the research find?.

结果表明:学习方法会影响学生对电子课本的感知有用性和感知易用性,其中学生的深层学习动机和策略影响对电子课本操作轻松程度的认知等;自我效能感正向影响学生技术接受度,学习效能感越高,对电子课本有效性的认知也越高;并且学生性别、年龄、家长对学习的重视程度等差异对电子课本使用行为也有显著影响

### Next

1, The reference:.

<https://kns.cnki.net/kcms/detail/detail.aspx?dbcode=CJFD&dbname=CJFDLAST2015&filename=JFJJ201501014&uniplatform=NZKPT&v=bTc4gY0V9mF_ufLR0gB13uLJAcziXQSsEM0XzaazEAr_gia8Y1qmhkzWDs9Uyx5l>  
10.13966/j.cnki.kfjyyj.2015.01.012

2, topic:.

# 电子课本环境中学生技术接受度与学习方法、学习效能感关系研究

3, research question:.

电子课本环境中学生技术接受度与学习方法、学习效能感关系是怎样的

4, method of data collection:.

面对小学生的问卷调查

5, comments on data collection:.

相对实用，不过小学生在填写问卷上的认真度不够的问题需要予以考虑

6, method of data analysis:.

描述性分析、单因素方差分析、相关分析和结构方程模型（简称SEM）方法

7, comments on data analysis:.

全面而有效

8, the significance of this paper for you:.

可以用来作证如下观点：对电子学习只有主动积极地接受，并且用求知的心态面对，才能最大程度的发挥电子学习的快捷性和高效性。

但是，该项目是以小学生作为研究对象，小学生的心理和学习习惯毕竟还是和大学生有着显著的差异，因此不能过多的用小学生的行为模式来分析大学生。