Background(为什么要做这个研究，Gaps，aim-研究意义）

界定e-learning，acceptance，先前的研究，为什么用TAM，PI

怎么用TAM（怎么制作调查问卷，U设置。。。问题，EU。。。问题）

,PI,AR

Expected outcomes

我们通过我们的方法不仅会得到接受度的高低，而且会得到有哪些因素影响接受度，我们会把不同因素影响力的大小列出来，帮助我们更好，更有针对性地提高大一新生的电子学习接受度

Challenge,limitation：

Asdhjsdkha样本不够随机，1有些电子学习接受度低的学生他们本来就不擅长用网络自然不会曾为我们调查问卷的投放目标2，文科生和理科生在这项研究中学习需求不同会有差别

我们研究的时效性不长——原因。。。

Introduction GSX

Literature Review

Research Method

Expected Outcome

Challenge & Limitation

讲稿：

电子学习的概念是伴随着互联网的兴起和电子设备的普及而诞生的。过去的研究发现，在学习过程中有效利用电子平台和工具可以显著提升效率，而学生对电子学习的接受度则影响着他们对电子平台和工具的使用。

The concept of e-learning was born with the rise of the Internet and the popularity of electronic devices. Previous studies found that during studying, effective use of electronic platforms and tool can significantly improve efficiency, while this can be significantly affected by the acceptance of e-learning.

在发达国家，现如今的电子学习设施和项目已经实现规模化、体制化，较为完备，对各个教育机构、系统中电子学习接受度的调查也非常丰富。反观国内的情况，因国内信息化起步较晚

Nowadays, in developed countries, e-learning facilities and projects have been large-scale, institutionalized and relatively complete. Research on e-learning acceptance in various educational institutions and systems is also very rich. In contrast to the domestic situation, since our informatization started late, the e-learning system in China has partially or entirely been unsuccessfully adopted. Although the domestic e-learning system has been continuously improved in recent years, it still has a long way to go from the genuine humanization and large scale. Moreover, previous studies have also suggested that the survey of Chinese students' e-learning acceptance is scarce, and very few surveys show a negative picture on Chinese students’ e-learning acceptance.

尽管近几年国内电子学习系统有了不断的改进，它距离真正的人性化规模化还有很长的一段路要走。并且，先前的研究也暗示了对中国学生电子学习接受度的调查是稀缺的，非常少的调查呈现出来的也是一副不乐观的图景。

In the previous studies about technology acceptance, various research methods have been presented. TAM, short for Technology Acceptance Model, successfully applied to various technology acceptance and has proved its effectiveness over many other models. TAM was proposed by Davis in 1989. It’s often used in conjunction with questionnaire and regression analysis. There are 2 variables in this model, namely the Perceived Usefulness and Perceived Ease of Use. Generally speaking, the Perceived Usefulness describes whether a person thinks a technology is useful, while the Perceived Ease of Use describes whether he thinks the technology is easy to use.

Based on the 2 variables in TAM along with some other previous studies, we can define 2 key concepts in our research, namely e-learning and acceptance.

1. learning, as Shalloum defined it, is a learning method based on the use of e-media and e-devices to improve learning efficiency. Based on this, in our research, e-learning is divided into 2 aspects. One is learning by online platforms including Ismart, yunbanke, bilibili, CQU online library and so on. Another is improving learning efficiency by using electronic tools including some office-software like WPS excel, e-textbooks, Ipad and apple pencil. These can then be the specific targets for us to research in our study.

Acceptance, in the light of TAM, will just be defined into U and EU. A person's acceptance of e-learning is the degree to which he thinks e-learning is useful and easy to use. The way to quantify this so called degree is to use likert and give each option in the questionnaire different weights. This will be later discussed in the method part.