# The Acceptance of E-learning - a Topic worth Researching

In the context of global informatization, 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). Especially after the pandemic, e-learning has become a necessity, whether for the teachers or students. Students' acceptance and readiness of e-learning directly determine their learning behavior and learning effect (Tsai, Lin & Tsai, 2001). However, students’ acceptance of e-learning is not so optimistic. On one hand, studies have found that students have difficulty accepting e-learning in various aspects. Zhu(2009) studied the English of 215 undergraduates. It is found that students still have strong dependence on teachers and can not correctly use learning strategies to achieve autonomous learning. Wang Dongdong(2020) and others found that 37.1% of students think they have poor initiative in online learning and 45.79% said they need teachers and parents to supervise them. But Yin (2008) found that most students like online learning as a novel learning. They believe that this change can improve their learning motivation and interest. Knowles & Kerkman (2007) also proved that online learning can indeed promote students' learning motivation through experimental pre-test and post-test. On another, as Said A. Salloum(2019) suggests, ”the e-learning system in developing countries has partially or entirely been unsuccessfully adopted”. R.Ibrahim(2017) made a similar point, too. The drawbacks of the e-learning system can be another reason that affects students’ acceptance of e-learning. What’s more, as Zhang L(2020) and others suggest, while researches on teachers’ grasp of online teach are many, students’ are few. When we take a look at Chongqing University(CQU), I believe relevant studies are fewer because CQU is a typical university in western China. And in 2021 CQU has just started general enrollment by discipline. Many freshmen, who have got used to paper learning in high school will meet the gap of the exchange of the study method. It gives rationality to choosing the freshmen in CQU as the research objects. Additionally, as a 2021 freshman, I did notice my classmates encountered troubles in accepting e-learning in the university. Hence, the freshmen’s acceptance of e-learning in CQU is a topic worth researching.

# How do we define the key words in our topic?

The key words in our topic is e-learning and acceptance.

1. 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.

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. Based on the Technology Acceptance Model(TAM), a model we will use in this study, we can further refine “acceptance”. The external variables of this model is Perceived Usefulness(U) and Perceived Ease of Use(E). Based on this, we divide acceptance 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.

# Methodology

There are many methods to investigate the acceptance of e-learning. Among all, we choose TAM.

TAM is a model pertaining to technology acceptance(Shalloum, et al., 2019), often combined with questionnaire and regression analysis(https://baike.baidu.com/). It was first proposed by Davis in 1989. It successfully applied to various e-learning platforms acceptance(Yalcin,et al. 2019) and has proved its effectiveness over other models(Shalloum, et al. 2019). That’s why we choose this model as our core method.

There are 2 external variables in this model, as I mentioned above. Those are the Perceived Usefulness(U) and Perceived Ease of Use(E). The former is affected by the latter.

These 2 variables can together influence users’ attitude toward using a system(A), and then influence behavioral intention to use(BI), which determine the actual system use(Shallum,et al. 2019).

Shallum also points out that several external factors extend TAM and can influence the 2 external variables. Those are self-efficacy, subjective norms, enjoyment, computer anxiety and experience. However, some other scientists think that the external factors are self-efficacy, subjective norms and system accessibility(R.Ibrahim,et al, 2017).

To deepen understanding of the acceptance of e-learning, we will also use personal interview. It was used once in a research investigating the acceptance of flipped classroom (https://biyelunwen.yjbys.com/). Personal interview is a one-on-one conversation on a topic. It is used to collect the respondents' views on something or the reasons for making a decision. It is often used to understand how individuals make purchase decisions, how products or services are used, and consumers' emotions and personal tendencies in life(https://baike.baidu.com/). Through in-depth understanding of a person's inner thoughts, we can eliminate the influence of many irrational factors when filling in the questionnaire.

# Conclusion

The review literature suggests that students’ acceptance of e-learning is worth researching. Among many models that study it, TAM model has advantages. The questionnaire survey method and analytic hierarchy process often combined with this model will also be applied to our research. Finally, we will use personal interviews to get an in-depth understanding of students' real ideas on e-learning acceptance.

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