

大學生認知易用性、認知有用性、認知有趣性對數位學習意願之影響-以中華大學為

研究對象

夏榕文

國際企業學系

管理學院

victor@chu.edu.tw

摘要

In the digital era, e-learning have become a trend in the universities. However, it is still important to understand how to improve the usage of e-learning of university students. The aim of the research is to construct a theoretical model about the antecedent variables of intention to use e-campus of university students. The model combines perceived usefulness, perceived ease of usefulness, perceived playfulness, and intention to use e-learning. Samples were selected from the students of Chung-Hua university. 205 effective questionnaires were collected. Structural equation model's technique is used to test the model and three hypotheses. The findings showed that: (1) perceived ease of use has significantly positive influence on intention to use e-learning. (2) perceived usefulness has significantly positive influence on intention to use e-learning. (3) perceived playfulness has significantly positive influence on perceived usefulness. The findings of the study will offer references to the teachers and e-learning system designers and propose some future research directions.

關鍵字：e-learning, technology acceptance model, perceived usefulness, perceived