

On the Intention to Use an Online Learning Platform Feature

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Abstract – Our research project gives more insight into antecedents of students' intention to use features of an online learning platform. This paper introduces the study year in the UTAUT (Unified Theory of Acceptance and Use of Technology) model. We also include three constructs that are mentioned in literature on student satisfaction with classic (offline) classes. Statistical tests show that new constructs are statistically significant antecedents of the intent of students to use the new feature. Two new constructs seem as important as the most important UTAUT variables *performance expectancy* and *effort expectancy*. The R^2 of our model is significantly higher than the R^2 that is achieved when the classic UTAUT is applied to our dataset.

Keywords – online learning platform, UTAUT extension.

I. INTRODUCTION

The industry of business education is undergoing radical changes and experiences fierce competition. Student flexibility to study abroad has increased significantly in the last decade [1] and educational institutions try to improve student satisfaction in many ways. One of the main elements of diversification nowadays is the way online learning platforms are used. This paper intends to investigate antecedents of online learning platform (OLP) acceptance. Better knowledge of such antecedents allows educational institutions to develop better systems, to improve change management practices and to better evaluate professors who use such system in their classes. This research is not only important because of the huge amounts of money that are invested in educational institutions and because of the significant impact of high quality education on an employee's performance afterwards on the job [2], but also because companies in any industry more and more recur to OLPs for continued education [3].

Prior research extensively studied information system use and acceptance. User acceptance is defined as "the demonstrable willingness within a user group to employ information technology for the tasks it is designed to support" [4]. Several models have been developed that present antecedents of use behavior. Two major antecedents of use behavior are the intent to use the system and facilitating conditions [5]. Several antecedents of the intent to use systems (in general) have been identified as well [5] and have been applied more recently to the context of online learning platforms (see e.g. [6]).

Our study wants to give more insight into factors affecting student's intention to adopt a new online learning platform introduced in September 2010 at the School of Management. We more specifically investigate the use of one feature of the system: the online movie system which enables Bachelor students to watch topic-related movies created by their professors in complement to traditional classes. Three classes used this feature of the online learning platform this year; one each year: the Business Exploration class in 1st year of Bachelor program, the Sales Techniques class in 2nd year and the Management of Information Systems class in 3rd year. The objective of our research is to identify additional antecedents of the intent to watch the online theory movies, along with the antecedents that are already known from literature. Therefore, we developed a new model, which builds upon the UTAUT (Unified Theory of Acceptance and Use of Technology), with new antecedents of the intention to use the system. Our goal was to elevate the R^2 of the UTAUT and – by doing that – to identify guidelines for the development of features of an online learning platform. More specifically, we noticed that research on acceptance of online learning platforms largely neglects knowledge from (non-IS) literature on student satisfaction with traditional (offline) classes. This paper will show that the constructs that are identified in the literature on student satisfaction with traditional classes are valuable in explaining students' intent to use features of an online learning platform.

In what follows, we first present a literature review on the acceptance of online learning platforms. Next, we develop our research model and hypotheses. Subsequently, the research setting and the research design are explained. Section 5 presents the research results. The consequences of the research are discussed in Section 6. We finish the paper with a recapitulation of the main conclusions.

II. LITERATURE REVIEW ON TECHNOLOGY ACCEPTANCE

The unified theory of acceptance and use of technology (UTAUT) [5] builds upon the TAM (Technology Acceptance Model, [4]) and many other theories (such as the Theory of Planned Behavior [8] and the Theory of Reasoned Action [9]) and is considered in modern literature as a more complete model.

The UTAUT unifies general determinants of system appreciation (e.g. performance expectancy, facilitating conditions and effort expectancy) with individual-related

variables such as gender, age or experience using the system and social influences. The key dependant variables of behavioral intention and use behavior can be respectively defined as “the degree to which a person has formulated conscious plans to perform or not perform some specified future behavior” [10] and the frequency, duration, and intensity of a student’s interactions with a particular system [11]. Recent research on online learning platform acceptance tested the applicability of the UTAUT constructs in this particular field. Using data of 45 participants in an executive MBA program in China, it was shown that perceived usefulness has a direct effect on the use of a virtual learning environment [12]. The other variables in their model, perceived ease of use and social norm, were insignificant antecedents of the use behavior. However, that research does not include ‘behavioral intention’ as a mediating construct between the perceived usefulness, perceived ease of use and social norms on the one hand and ‘use behavior’ on the other hand. In line with the UTAUT, most research confirms the fact that the intention to use plays a mediating role. Given the fact that prior research showed a clear positive relation between behavior intention and use behavior [5], our goal (in contrast to that of [12]) is to get more insight into antecedents of intention to use. From this viewpoint, it is valuable to note that Wang et al. [13] applied the UTAUT in a study in Taiwan with a mixed sample of full time students and employees and found that effort expectancy, performance expectancy and social influence were significant antecedents of the intent to use a mobile learning platform.

Much research on online learning platforms (OLPs) acceptance focused on the acceptance in the context of pure online classes; where the OLP is not merely a complement to offline classes but is the only means used for teaching [14, 15]. Such research intends to support an entire new business model of distance learning. Chiu and Wang [15] for example investigated antecedents of students’ intent to enroll for new online classes after haven taken an online class. Others investigated the acceptance of online learning platforms by employees who have to take classes to be eligible for promotion [3, 16, 17]. Grant and Danziger [16] for example applied the UTAUT (without making modifications to the model) and found that performance expectancy, effort expectancy and social influence indeed were significant antecedents of the intent to use the system. In contrast to such studies, we investigate the use of the online system as a complement to offline classes.

Prior research on OLP acceptance investigated the acceptance by instructors [18]. Others focus on the students’ acceptance and this is also the focus of our paper. We also note that prior research in this field usually investigates the use of a complete platform, rather than the use of a specific feature of the platform. Studying the former level is interesting but tends to hide relevant elements in the acceptance process. For example, often students can hardly choose to use the system or not because they have to download the manual from the class’ website. Still, the use of the system is then limited to a number of features and some features are not used. The latter is not investigated in such studies. In our study, we focus on the intent to use a single (new) feature of the online learning

platform, rather than the intent to use ‘the online learning platform’.

III. RESEARCH MODEL AND HYPOTHESES

Figure 1 shows the research model. Hypotheses H1 till H9 are directly derived from the UTAUT. They involve well known constructs such as performance expectancy (PE), effort expectancy (EE) and social influence (SI) and the moderating effects of gender and voluntariness. These are considered to be well known antecedents of behavioral intention (BI) and their role in terms of OLP acceptance has been shown before. Hence, we will not explain these hypotheses in this paper. We here turn to the shortcomings of the UTAUT. This paper intends to deal with three basic shortcomings, identified on the basis of literature outside the IS field, namely from theory on antecedents of students’ satisfaction with (traditional offline) classes. We here basically investigate whether variables that lead to higher satisfaction with a class have online equivalents that lead to a higher intent to use a system that supports a class.

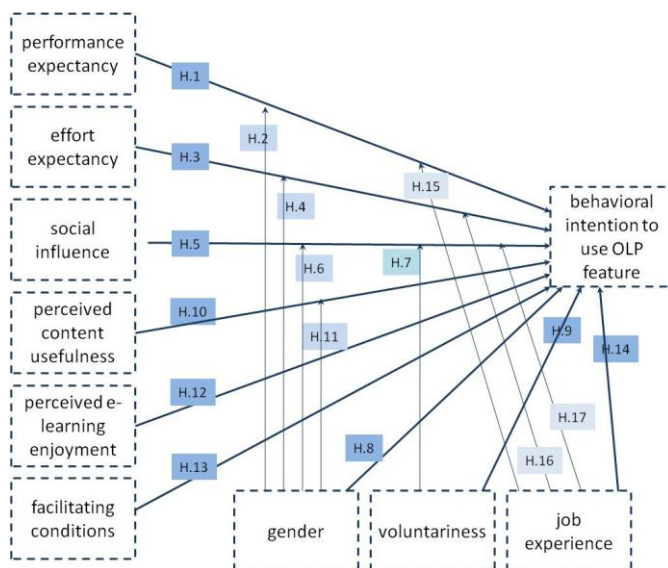


Fig. 1. The research model: antecedents of the intent to use the online learning platform

First, while the UTAUT contains a variable that measures the usefulness of the system via the Effort Expectancy construct, that construct only measures the usefulness of the system, not of the content of the movies. The perceived usefulness of the training has been shown to have a major impact on the satisfaction with the training [19]. This concerns the extent to which participants believe the training provides them with skills and knowledge that are useful for their job [20] or future job [21, 22]. We therefore introduce a new construct, the *perceived content usefulness* (PCU). We then hypothesize:

H.10: The higher the perceived content usefulness, the higher the intention to use the system.

As previous research pointed out that males tend to be more task-oriented than females [23], we hypothesize that the relationship between perceived content usefulness and behavioral intent will be moderated by gender:

H.11 Gender will moderate the relationship between PCU and BI so that the positive relationship between PCU and BI will be stronger for male students.

The second situational factor that influences trainee reactions to training concerns the trainees' perceptions of the trainer performance [24, 25]. If the trainer is believed to deliver subjects properly, involves the audience and adopts suitable methodologies, the trainees will be more satisfied with the training [26]. More recent research [ref hidden for review] measured the perceived trainer performance through aspects such as the ability of the teacher to create a good course atmosphere and the teaching style being dynamic and convincing. This motivates us to include *perceived e-learning enjoyment* as an antecedent of BI in our model. The role of 'perceived playfulness' has been investigated in prior studies on technology adoption [27, 28] but was dropped in the UTAUT. Still, in an educational setting enjoyment is likely to play an important role [13]. We then hypothesize:

H.12 The higher the perceived e-learning enjoyment associated with an OLP feature, the higher the intention to use that feature of the OLP.

Thirdly, as a smaller extension to the UTAUT, we hypothesize there is a positive relation between two UTAUT constructs: between the facilitating conditions and the behavioral intention. Perceived efficiency of training has been shown to be a significant antecedent of trainee satisfaction [29]. Perceived training efficiency regards various aspects such as the physical location of the course, whether the location can be easily reached, whether it is suitably equipped, whether the classroom is of suitable size, etc. [30]. Other resources are also considered, such as the quantity and quality of the teaching materials [31]. Another important aspect is the course planning in terms of number of sessions and the scheduling of the session [32]. The UTAUT contains a very similar construct to the perceived training efficiency, being the facilitating conditions. However, in the UTAUT the facilitating conditions are not seen as an antecedent of the behavioral intention, but as a direct antecedent of use behavior. We here hypothesize that facilitating conditions not only have an effect on BI because they allow someone to translate his intentions into real use behavior (as in the UTAUT) but that the quality of the facilities also influences the intent to use the system:

H.13 The more positive the perception that the facilities support a feature of the OLP, the higher the intention to use the OLPs feature.

Finally, we believe an important control variable is missing in the UTAUT. While *experience using the system* is included in the UTAUT, the user's *experience on the job* before the system was implemented is not included. Still, the 'job

experience', being the duration as a student in higher education, is likely to be an important determinant of the flexibility of a person. More specifically, for students in the first bachelor year there is no fixed image yet of how a class should look like and students are flexible in terms of accepting a new system. However, for senior students it may be unclear why a new feature is added if they were happy with the system in the past. If they received classes face-to-face in the previous years, and they keep paying the same amount, they expect the same level of service. Besides, students in senior years have already proven they are able to pass credit tests classes and are less motivated to work hard during the year than freshmen who don't know the system yet and have a hard time to estimate what it takes to pass. The latter are willing to work very hard to improve their (hard-to-estimate) chances of succeeding. We then hypothesize:

H.14 The longer the job experience the lower the intention to use a new feature of the OLP.

This control variable is likely to have a moderating effect on the UTAUT's key variables. First, for more mature students to accept the system, the system will have to prove that it is not introduced because of the laziness or disinterest of the professor, but because it will increase the learning performance of students. Younger students don't know how things went in the past and are less inflexible from this viewpoint. For all they know, the school always worked this way. Besides, *everything* is new to them and there is no reason why new students would object exactly to the new feature on the OLP. Therefore we hypothesize:

H.15 Job experience will moderate the relationship between PE and BI so that the positive relationship between PE and BI will be stronger for students in senior years.

Secondly, more mature students have used other OLP features in the past. While it may not be clear to them why a new feature is really introduced (leading to H.15), they already know a lot about using OLPs and they have to do little effort to learn to work with the new feature. For new students the entire way of working is new and they don't have the same basis to build upon as senior students so that they can be expected to have to do more effort to use features of the OLP than senior students. Job experience will thus have a moderating effect on the impact of effort expectancy on behavioral intention. If we assume that a higher score on effort expectancy means that the system is easier to use, we hypothesize:

H.16 Job experience will moderate the relationship between EE and BI so that the positive relationship between EE and BI will be less strong for students in senior years.

Finally, students in junior years have less experience studying at university. Younger students are therefore more likely to discuss with fellow students what needs to be done to pass credit tests. The experienced social influence is likely to be lower for students in senior years. Given that students in senior years discuss these issues less, but that these scarce

discussions are with people of whom they deem the opinion valuable, the impact of such a scarce discussion on the behavioral intent is likely to be stronger.

H.17 Job experience will moderate the relationship between SI and BI so that the positive relationship between SI and BI will be stronger for students in senior years.

IV. RESEARCH SETTING AND METHOD

In what follows we first present the research setting. Next the research method and the questionnaire design are explained.

A. Research Setting

The research model was tested in a French Management School. The school uses a rich OLP where students can download manuals, upload assignments, hold discussions, etcetera. For the academic year 2010-2011, in each study year one professor redesigned a class by moving theory lessons online. This way, students can study theory at their own speed and professors have more time at the class to help students doing exercises. In the first Bachelor year it concerned the 'Business Exploration' class, in the second year the class on Sales Techniques and in the third year the course of Management of Information Systems. During those lessons, students were asked by their respective professors to watch movies before (almost) every session. The movies were available on the OLP and ranged from 25 minutes to 50 minutes. Professors gave instructions at the end of each class and highly recommended to use the system as a complement to the course. For example, one movie at the MIS class explained the creation of Entity-Relationship diagrams. The professor then stated in class (in session 4) that the next session (session 5) would be devoted entirely to doing exercises on Entity-Relationship diagrams. Watching the movies would make the offline sessions much more valuable for the students, giving the movies a mandatory character. Still, students who had not watched the movie were not denied access to the class, thus making the decision to watch the movie more voluntary. After having logged-in to the system, students can watch the movies as often as they like and professors can keep track of students' activity along the process.

The unit of analysis in this study is an individual Bachelor student, that is, a potential user of the new system and watcher of the videos. The sampling frame consisted of all students in their Bachelor degree. There were 903 students in the sample out of which 766 responded (85%). The average age of respondents was 19 years old. The non-respondents did not differ significantly in terms of age.

B. Research Method

At the end of the semester, students were asked to fill out a survey on paper. This happened during a class in order to increase response rates. The class where the survey was done was usually different from the class concerned so that the presence of the professor could not influence answers. Space

limitations make it impossible to include the survey instrument. The questions were based on prior questionnaires and adapted to our setting. A seven-point Likert scale was used to measure all constructs. Behavioral intention was measured primarily using items from Venkatesh et al. [5]. The items were then adapted (e.g. for the MIS class) into: (1) I intend to watch online videos in the future if they are included in a class of MIS; (2) I predict I would watch online videos in the future if they were included in a class of MIS; and (3) I plan to watch online videos if they are included in a class of MIS. This resulted in a Cronbach's alpha of 0.941.

Concerning the independent variables, the performance expectancy, effort expectancy, social influence and facilitating conditions scales were also adapted from Venkatesh et al. [5]. After testing for Cronbach's alpha, six items were retained to measure performance expectancy (alpha = 0.844) and for effort expectancy (alpha = 0.826), five items were retained to measure facilitating conditions (alpha = 0.724) and four items to calculate the social influence (alpha = 0.732). Furthermore, six items were used to measure perceived e-learning enjoyment (alpha = 0.801) and five items to measure perceived content usefulness (alpha = 0.815). The items for the latter two constructs were mainly derived from Giangreco et al.'s research on training evaluations [26]. All internal reliability coefficients were thus well above the 0.70 threshold recommended by Nunnally [33]. To enable the reader to interpret the statistical results presented below, we clarify that a higher score on some construct means that:

- the system is perceived as more useful (performance expectancy),
- the system is easier to use (effort expectancy),
- the facilitating conditions are satisfied,
- more social pressure to use the system is perceived,
- the system is more enjoyable (e-learning enjoyment), and
- the content is perceived as more useful.

Gender was coded as 1 for males and 2 for females. The 'job experience' in this case was measured through the year in which the student is enrolled. It should be noted that the success rate of students at school is around 90% (thanks to severe entrance exams) so that there are very few students that retake the year. The study year is thus a very good proxy of the job experience. The survey instrument was pretested with two students from each year. Only minor changes were needed after the pretest.

V. RESEARCH RESULTS

Table 1 presents the research results. Model A shows the base model, being the constructs that could be used from the UTAUT in our setting. Age was not included in the model because student ages only ranged from 18 to 21 and as such the age was not expected to play a role. Furthermore, we did not include experience using the system either, because the system was entirely new this academic year. In our future research we will follow up how students' intent to use the system evolves over several years of using the system. The R^2 of the base model is 0.37. As this R^2 is rather low, the goal of our study, to significantly improve the R^2 , is even more important.

All direct antecedents in the base model are significant and show a positive relation with the intent to watch online movies. Only one moderating effect is significant: the more a class is perceived as mandatory, the lower is the impact of social influence on the intent.

Model B shows the test results for our model. The R^2 improved considerably to 0.45. Moreover all new constructs are significant at the $p < 0.05$ level. The study year has a negative impact, confirming the rigidity in the students' learning style and a lower willingness to work during the year (H.14). E-learning enjoyment and perceived content usefulness are statistically significant antecedents of behavioral intention (confirming H.10 and H.12), with the size of the betas being of the same order as the betas of PE and EE. The positive relation between facilitating conditions and BI is also significant, confirming H.13. Furthermore, while gender has no impact on the effect of PE on BI (what would be hypothesized in line with the UTAUT's hypotheses [5]) it does have the hypothesized effect on the impact of the PCU on BI (confirming H.11). Also as hypothesized, the higher the student year, the bigger the impact of an increase in performance expectancy upon BI (confirming H.15) and the bigger the impact of an increase in perceived social influence upon BI (confirming H.17). Finally, H.16 is also confirmed as the impact of an increase in effort expectancy (i.e., making the system easier to use) upon BI is bigger for students in junior years.

TABLE I

LINEAR REGRESSION RESULTS; DEPENDENT VARIABLE: INTENT TO USE THE ONLINE MOVIE SYSTEM

	Model A: Original UTAUT		Model B: Our model	
	β	p-value	β	p-value
R^2	0.373		0.450	
R^2 adjusted	0.367		0.439	
Performance expectancy	0.268	0.000	0.160	0.000
Effort expectancy	0.314	0.000	0.156	0.000
Social influence	0.101	0.001	0.052	0.076
Gender	0.058	0.032	0.052	0.043
Voluntariness	0.109	0.000	0.065	0.016
MF voluntariness x SI	-0.070	0.012	-0.065	0.013
MF gender x SI	-0.051	0.085	-0.052	0.075
MF gender x PE	-0.011	0.739	0.023	0.496
MF gender x EE	0.007	0.824	0.033	0.304
Year			-0.102	0.000
MF year x PE			0.067	0.032
MF year x EE			-0.060	0.048
MF year x SI			0.061	0.028
E-learning enjoyment			0.165	0.000
Perceived Content Usefulness			0.150	0.000
MF gender x PCU			-0.077	0.019
Facilitating conditions			0.125	0.000

VI. DISCUSSION

All hypotheses that were put forward were confirmed at $p < 0.05$ and the R^2 of the model increased significantly from 0.37 to 0.45. Hence, the model extensions make much sense from a statistical viewpoint. Let us now turn to the consequences of the significance of each of the variables.

In the original UTAUT, 'experience' is included as a moderator between effort expectancy and BI and between social influence and BI. However, the experience variable there concerns the experience using the system, not the experience on the job, which is a very different construct. The latter is included in our model using the 'job experience' construct. As hypothesized, job experience (i.e., the number of years one has been a student) has a negative relation with the intent to use the new feature of the online learning platform. Change management is thus more important in senior years than in junior years and senior students need more stimuli to use the new feature, in this case to watch the online movies. Our research shows the effect of the antecedents that were already identified in the UTAUT (performance expectancy, effort expectancy and social influence) is moderated by the job experience. The higher the year of the student, the higher should the performance expectancy be for students to intend to use the new feature. Furthermore, while effort expectancy is highly significant for first year students (beta = 0.156), more mature students are less bothered with the effort that is needed to learn to work with a new feature (shown by the significant, negative interaction effect: beta = -0.06). More complex features may therefore be introduced and tested first in senior years.

Perceived content usefulness was shown to have a significant, positive relation with the intent to use the system (beta = 0.15; $p = 0.000$). While prior research on system acceptance had investigated to a big extent the usefulness of the system to do a job, the usefulness of the job in itself was neglected in important models such as the TAM [7] and the UTAUT [5]. For the evaluation of a new feature of an online learning platform, it is important to take into account whether that feature is used for a class in which students are generally very interested or not. It may be appropriate to test new features first in classes in which students are highly interested, to increase the general adoption rate of the new feature. Furthermore, it has to be noticed that the importance of PCU is higher for male students than for female students. Consequently, also the class' gender composition (percentage of males vs. females) has to be taken into account when evaluating the use of the new feature on the online learning platform. Increasing the PCU will have a bigger impact upon the intent to use the system for a male student population than for female students.

E-learning enjoyment has a very significant, positive relation with the intent to use the system ($p = 0.000$). Students are more motivated to watch movies if the movies are presented in a more dynamic and convincing way, involve the student, motivate the student to learn, etcetera. Hence, the fact that watching the movies is important for students to get most out of the class is not enough to motivate students to watch movies: the movies also have to be perceived as giving enjoyment. This implies that making movies more dynamic

and motivating is not optional, but something professors *have to* take into account. When talking to the professors that were involved, it became clear they had not considered enjoyment to be an important element at that point in time: they were too busy finding the right wording, deciding what content to put online and what content to keep for offline classes, and to get to understand the new online system. Future research should not only focus on the adoption of features of the platform by students, but also upon features adopted by professors. Professors seem to have focused first and foremost on the features that seem useful (how can I show my content?), rather than enjoyable (e.g. adding animations and interactive quizzes) and they don't seem to adopt all features to the same extent either.

A higher score on facilitating conditions is positively related to a higher intent to watch the movies ($\beta = 0.125$, $p = 0.000$). If constant problems with the wireless Internet demotivate students to watch online movies, this should not be seen as a shortcoming of the new feature, but of the available infrastructure. Rather than dropping the movie system, the infrastructure needs to be improved.

The school has acted upon the findings in this paper. For example, professors have been instructed to pay attention to the enjoyment that comes with the movies and to do additional effort to motivate students in senior years to watch the movies. Furthermore, actions are being taken to improve the supporting facilities.

The model presented in this paper extends the UTAUT with three variables that were derived from non-IS literature, specific to the field of the IS application under consideration. All three constructs are shown to be highly statistically significant antecedents of Behavioral Intention, with betas in the same order of magnitude as of the two main constructs in the original UTAUT (performance expectancy and effort expectancy, both with a beta of about 0.16). Moreover, the R^2 of the model went up considerably. The new constructs are thus very valuable. An additional finding of our research is, therefore, that when applying the UTAUT to some field, it is good to extend the UTAUT with additional constructs that are known to be important to that specific field. However, the extensions we made may not be that specific to the OLP field as one may assume. The constructs we added can be transferred to the context of any information system. First, the perceived content usefulness construct could be translated into a concept like perceived job usefulness. We remind the reader that our acceptance research was focused on only one feature of the online learning platform. Similarly, employees often don't know why they need to fill out some form or some box on a screen. The data that is entered in that box may not be relevant for their job: it may only be relevant for people from some other department or even for people in the headquarters in a different country. Employees then don't see the usefulness of that job and try to make workarounds, leading to a low acceptance of that part of the software. Secondly, the e-learning enjoyment can take the form of system use enjoyment. Thirdly, facilitating conditions have been investigated in other contexts and the construct can clearly be used in other contexts, but now also as an antecedent of the intent to use the system. Finally, the year was used as a proxy for job experience, which shows the rigidity of a person to

adopt a new feature of a system increases if a person was more used to using limited features in the past. The latter may be very important from a change management viewpoint in any organization. The features that are available in a software package often slowly grow over time, but the acceptance of those features is likely to be more problematic for senior/more experienced employees than for new employees. For example, we know of a company that opened a new branch in a new city and the new employees in that branch had access to the same system as experienced employees in an old branch. It was noted that the old employees did several tasks manually, which could be executed automatically using the latest version of the system (but not using the older version they had initially), whereas the new employees used the system more to its full potential. While former research usually investigated the acceptance of complete software packages, future research has to investigate the importance of job experience in accepting individual features of an application.

Future research is also needed to deal with several limitations of our research. First, additional constructs can still be added to the model. For example, the intent to use OLP features may depend upon the student's intent to use computer systems in general, for example to buy products online (or offline) or to lookup product information online (or offline). Also, the social influence construct can be measured in a different way, by investigating the social networks that really exist between students. We have already gathered data to include those suggestions in our model but the research is still going on. Our future research will gather data to enable the inclusion of another important construct: the experience in using the system. Another limitation of our research is that we focus on fulltime students and on a platform that only supports the offline classes. Further research has to investigate whether our findings are also applicable in the context of pure online classes and in cases where the students are employees who take additional classes. Finally, we stress the fact that our research was conducted in a single country and that the research needs to be replicated in other countries to guarantee the external validity.

VII. CONCLUSIONS

The research project that is discussed in this paper extends the UTAUT to get a model that gives more insight into antecedents of students' intention to use features of an online learning platform. The project focuses on *a single new feature* of an online learning platform that is used *in support of* offline classes (rather than replacing offline classes). The feature under consideration is the use of online movies. This paper introduces the 'job experience' construct next to three constructs that were derived from literature on student satisfaction with classic (offline) classes: perceived content usefulness, perceived e-learning enjoyment and facilitating conditions. The regression results show these constructs are statistically significant antecedents of the students' behavioral intention. Moreover, constructs such as the perceived content usefulness and perceived e-learning enjoyment have standardized betas that are of the same magnitude as the main constructs in the UTAUT, being performance expectancy and

effort expectancy. The R^2 of our model (0.45) is considerably higher than that of the UTAUT when applied to our dataset ($R^2 = 0.37$). We also detected moderating effects: 'job experience' influences the impact of the classic UTAUT variables (effort expectancy, performance expectancy and social influence) upon the behavioral intention.

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