베트남-한국 우호 정보기술대학 이러닝 수용성 분석

Analysis of E-learning Acceptance in Vietnam-Korea Friendship Information Technology College

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요 약

베트남-한국 우호 정보기술대학의 이러닝(E-Learning) 교육 품질 향상을 위하여, 잘 알려진 기술수용모델 (TAM)에 기반한 이러닝 수용성 평가를 수행하였다. 총 158명의 강사 및 직원으로부터 설문지를 통하여 데이터를 확보했으며, 통계패키지 SPSS를 이용하여 분석하였다. 설문지는 다양한 이전 연구 결과를 고려하였으며, 그에 따라 연구 가설 및 모델을 설정하였다.

그 결과, 이러닝 시스템의 성공모델을 세웠으며, 중요 요소를 파악했다. 아울러 강사 및 직원들이 이러닝 시스템의 혜택을 잘 알고 있으며 그들의 훈련 및 교육에 이러닝 방법을 적용하고자 준비가 되었음을 파악했다.

ABSTRACT

To improve the e-learning education quality in VietHanIT College (Vietnam–Korea Friendship Information Technology College), e-learning acceptance was evaluated based on the well-known Technology Acceptance Model (TAM). Quantitative data of the questionnaire survey were gathered from 158 lecturers and staffs of VietHanIT College and analyzed by using Statistical Package for the Social Sciences (SPSS). While designing the questionnaire various previous studies were considered and hypotheses and models of the study were set up accordingly.

As the results, success model of e-learning system was built up and important factors were identified. And most of lectures and staffs in VietHanIT College were aware of the benefits of e-learning system and they were ready to apply e-learning method for their training and teaching.

Key Words: E-learning, TAM, Perceived usefulness, Perceive ease of use, Behavioral intention use

I. Introduction

E-learning is commonly referred to the intentional use of networked information and communications technology in teaching and learning. A number of other terms are also used to describe this mode of teaching and learning. They include online learning, virtual learning, distributed learning, network and web-based learning. Fundamentally, they all refer to educational processes that utilize information and communications technology to mediate...
asynchronous as well as synchronous learning and teaching activities.

We can define e-learning is an instruction delivered on a computer by way use of video tape, movies, CD-ROM, internet, or intranet with the following features: It includes content relevant to the learning objectives. It uses instructional methods to support learning. It uses media items such as words, sentences and pictures to deliver the content and teaching methods. It can be designed for self-study, established new knowledge and skills linked to individual learning goals and to improve organizational performance.

E-learning has some systems:
- Technology-Based Training (TBT)
- Computer-Based Training (CBT)
- Web-Based Training (WBT)
- Online Learning/Training
- Distance Learning

This paper researches how to improve the education quality by e-learning system in VietHanIT College in Da Nang, Vietnam. The main purpose is to determine the impact of technology solutions on e-learning performance with four objectives as following: (1) What are the accessibility and usability issues in e-learning system? (2) How can access and usability issues be practically resolved? (3) What are the advantages of e-learning for users? (4) How can users understand the difficulty level of using e-learning?

The organization of this paper is as follows. In section 2, methodology, factors influence e-learning acceptance, research model and research hypothesis we used in this paper are presented. Session 3 presents data analysis we did and their results. In session 4, we draw the paper’s conclusions.

II. Methodology

This section shows the research framework pointed out the factors influencing to user’s satisfaction. Followings are the key assumptions and variables measured to demonstrate and evaluate the important influences on how to user’s satisfaction using e-learning. Sampling, data collection and research methods including research model and hypothesis are discussed.

1. Technology Acceptance Model (TAM)

The Technology Acceptance Model (TAM) was developed by Davis based on Theory of Reasoned Action model of Fishbein and Ajzen [1] with additional two factors includes perceived ease of use and perceived usefulness. TAM is designed to examine user’s acceptance a particular technology [2]. The original TAM model includes five factors: perceived ease of use, perceived usefulness, behavior intention, attitude, and actual use as in Fig. 1.

![Fig. 1 Technology acceptance model](image)

2. Factors Influence E-learning Acceptance in the College

2.1 External Variables

External variables are as follows: instructor characteristics[3], technology characteristics[4], e-learning contents of e-learning[5], and learner e-learning self-efficacy[6]-[8].

2.2 Internal Variables

Internal variables are as follows: perceived ease of use[2], perceived usefulness[2], attitude toward using e-learning[9], and behavioral intention to use e-learning[2].

3. Research Model

Based on the TAM model and factors influencing e-learning Acceptance in the college, we have the research model as in Fig. 2.