



Vrije Universiteit Brussel

Predicting University Students' intentions to use MOOCs in Informal Learning Environments

PhD Candidate: Tao HE

Free University of Brussels



Research Background

- Informal learning VS formal learning
- Digital Age
- MOOCs

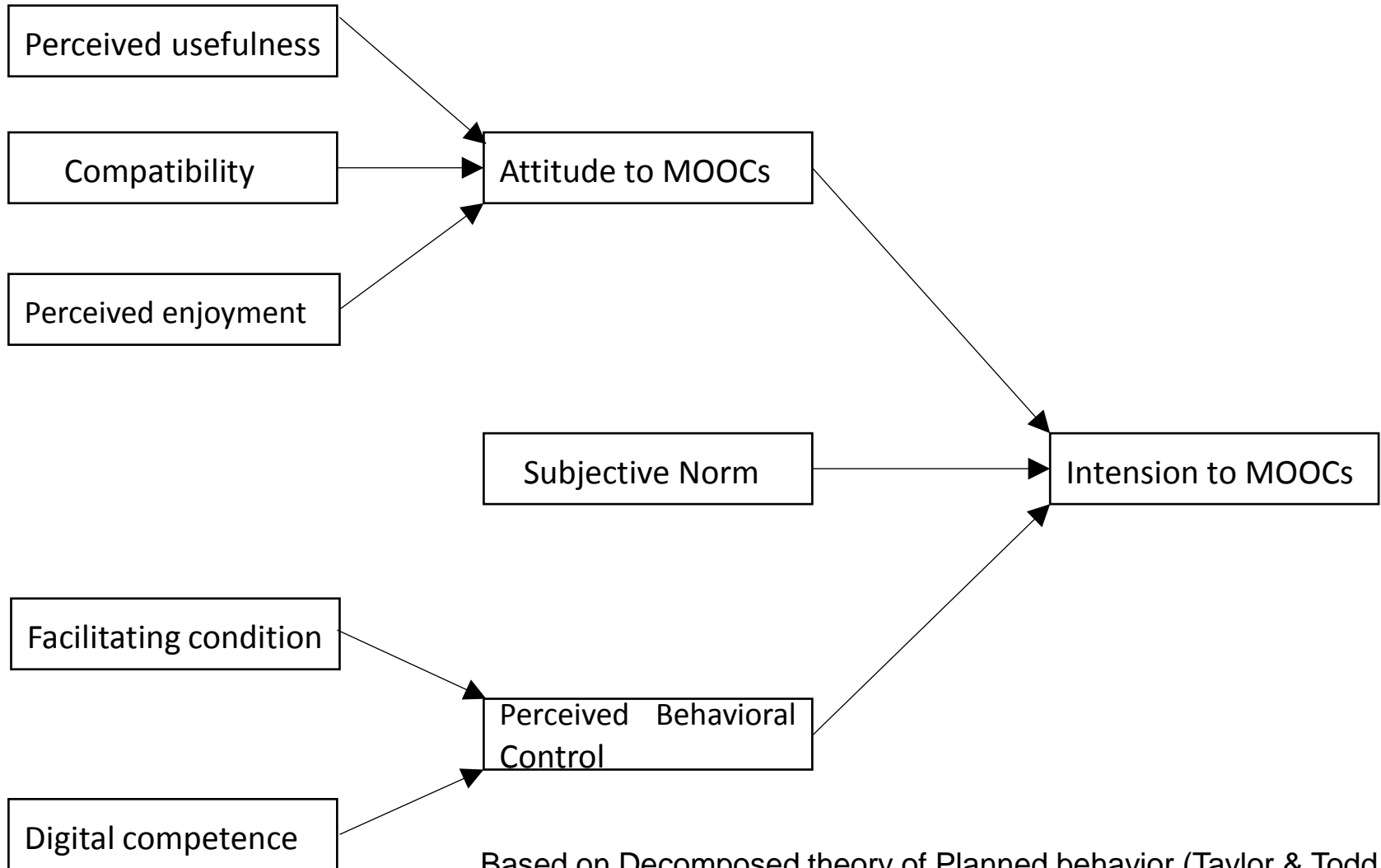


Research Background

- Traditional e-learning VS MOOCs
- Informal learning perspective



Theoretical Framework



Based on Decomposed theory of Planned behavior (Taylor & Todd, 1995)



Instrument

Five-point Likert scale

Latent Variable	Reference	N of items
1. Attitude	Taylor & Todd, 1995	5
2. Compatibility	Roger, 2003	4
3. Perceived Usefulness	Taylor & Todd, 1995	4
4. Subjective norms	Ajzen, 1991	3
5. Perceived enjoyment	Hsu & Lin, 2008	3
6. Perceived Behavioral Control	Taylor & Todd, 1995	3
7. Facilitating condition	Cai, 2012	5
8. Digital competence	Cai, 2012	13
9. Behavior Intension	Venkatesh & Bala, 2008	3



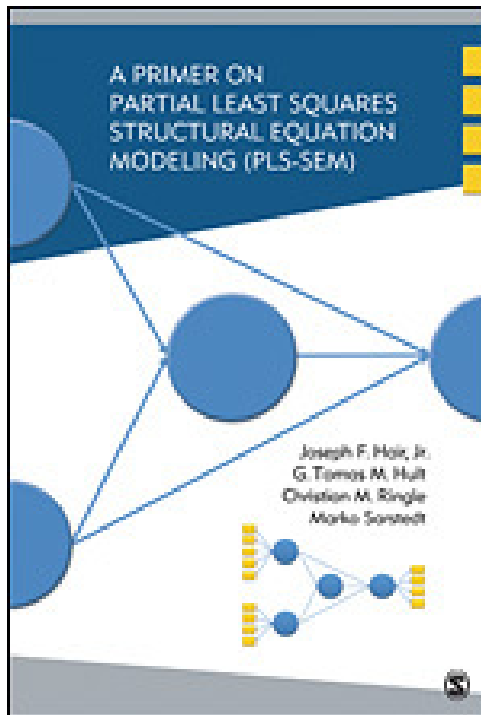
Sample

- First phase: 500 students (Random)
- Second Phase: undergoing
- 179 responses, 111 valid cases (first phase)

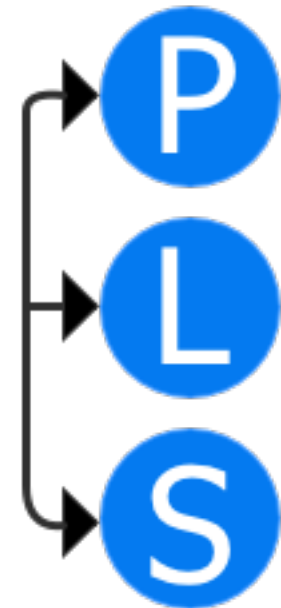


Data Analysis

- Partial least square path modeling



SmartTM
Next Generation Path Modeling



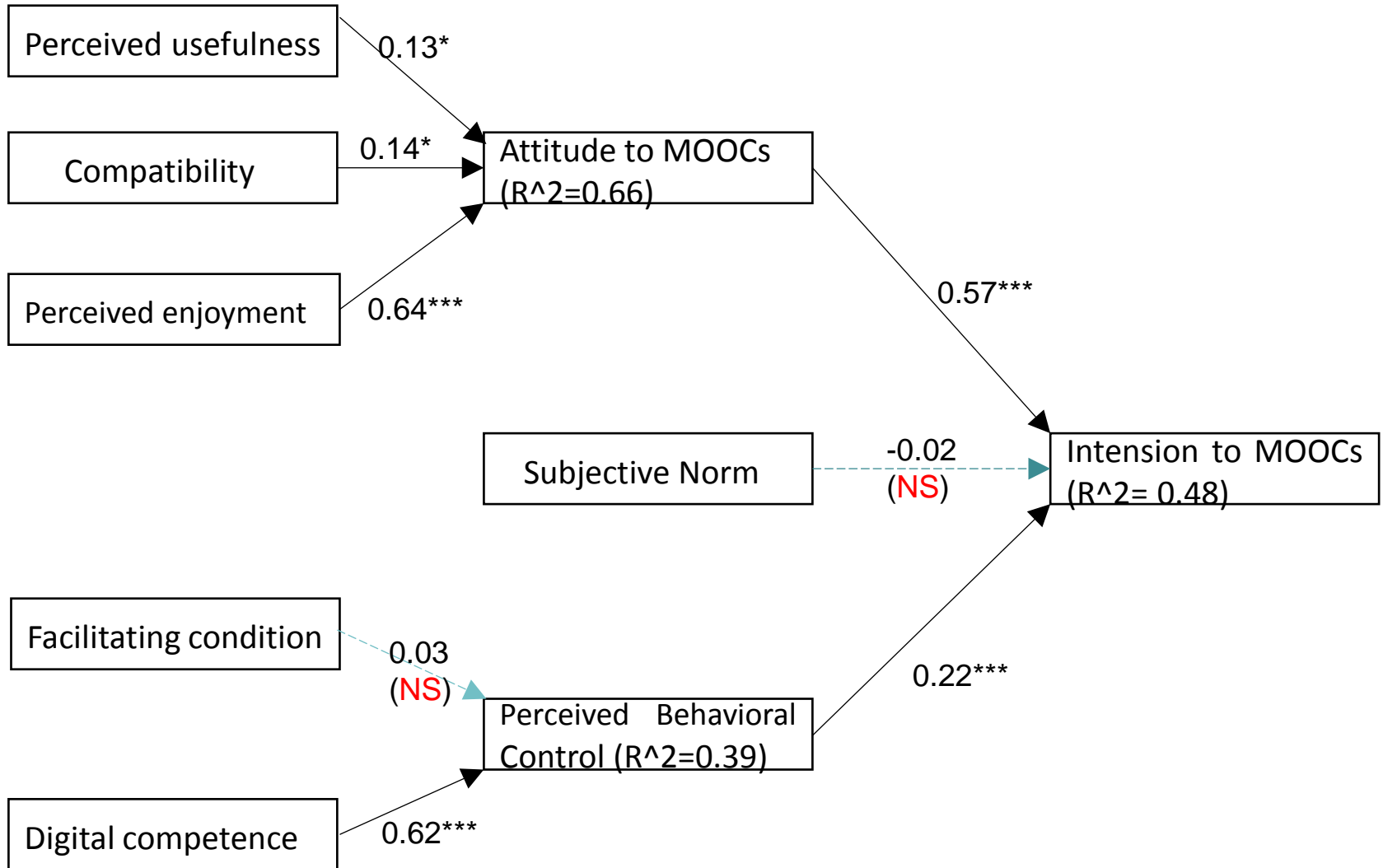


Results (measurement model)

- Validity and reliability
- All constructs have good composite reliability (>0.78)
- All AVE value (>0.50),



Results (Structural model)



Note: * $P < .05$, ** $P < .01$, *** $P < .001$



Conclusion

- Attitude to MOOCs
- Compatibility of MOOCs
- Perceived enjoyment, Perceived usefulness
- Digital Competence



Implication and limitation

- Informal learning with MOOCs
 - Self-directed learning, Learner control
 - More intrinsic motivated
-
- Self report questionnaire, larger sample size needed



Reference

- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*.
- Taylor, S., & Todd, P. (1995). Understanding information technology usage: A test of competing models. *Information Systems Research*, 6, 144–176.
- Chin, W., Marcolin, B. L., & Newsted, P. R. (2003). A partial least squares latent variable modeling approach for measuring interaction effects: Results from a Monte Carlo simulation study and an electronic-mail emotion / adoption study. *Information Systems Research*, 14, 189–217. doi:10.1287/isre.14.2.189.16018
- Lai, C., Wang, Q., & Lei, J. (2012). What factors predict undergraduate students' use of technology for learning? A case from Hong Kong. *Computers & Education*, 59(2), 569–579. doi:http://dx.doi.org/10.1016/j.compedu.2012.03.006



Thank You
for your attention