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Business undergraduates' perceived use outcomes of Moodle in a blended learning environment: the roles of usability factors and external support

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Abstract

This study was designed to explore the effects or roles of usability factors (i.e., perceived ease of use, perceived usefulness, and satisfaction) and external support (i.e., teacher and peer support) on undergraduates' use outcomes of Moodle in a blended learning environment. The research hypotheses derived from relevant constructs taken from the technology acceptance model, information systems continuance model, and the theory of reasoned action. The study's dependent variable is use outcomes, which was conceptualized with factors such as academic performance, perceived learning assistance, and perceived impacts on learning. We conducted a cross-sectional survey and collected data from 126 undergraduate students attending a university in the Maritime region of Canada. The partial least squares technique was used to test the hypothesized relationships in the proposed research model. We found that usability factors have positive effects on students' use outcomes; contrarily to predictions teacher and peer support did not. The findings of the study offer useful insights that can

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