There is no doubt that this way of knowledge delivering affords flexible and instant learning. Thus, many instructors afford online material as hypertexts concerning a set of faces and rules for students to generate a basis to achieve a comprehensive understanding. This study borrowed the nature of e-learning and applied its applications to e-commerce to test if the ability of learning by doing is beneficial for users to better understand a product. In this situation, users were treated as learners and they were exposed to in a so-called "situated cognition", which is called virtual experience in e-commerce field. Two laboratory experiments were conducted with 33 participants recruited. The first experiment was to compare the effects of level of interactivity, whereas the last was to compare the effects of affordance of informative control. Our findings indicated that except their perceptions of patronage intention, participants considered no difference in attitude toward the products been demonstrated and shopping enjoyment in a fully 3D-to-3D comparison. However, while providing informative control, participants had higher perceptions of attitude toward the products, shopping enjoyment and patronage intention than their counterparts who had not such support.
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