Student Perceptions of an Intelligent Tutoring System: A Technology Acceptance Model Perspective

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Abstract

The aim of this study is to understand how students accept an Intelligent Tutoring System (ITS) in terms of the Technology Acceptance Model. For this study, a web-based intelligent tutoring system was used by 38 university students for four weeks. Fifteen randomly selected students participated in two semi-structured focus group interviews which were transcribed and coded. Results showed that 64.12%, of the students perceived the system to be useful, 14.50% perceived ease of use, and 21.37%, reported an intention to use the instruction system. Among the most frequently reported features of usefulness of the ITS were the repeatability of course materials, effective and permanent learning, the flexibility in time and place of learning, and increased learning performance. While not many students found the system ‘fun,’ they still frequently reported the intention to use it. Student remarks on the perceived ease of use were less common than those on its perceived usefulness and intention to use. However, the lack of complaints about system usability could mean that they found it sufficient to mention that it was easy to learn and use.
References


Index Terms

Computer Science Information Systems

Keywords
Intelligent Tutoring Systems, Student Perceptions, Technology Acceptance Model, Perceived Usefulness.