

Lessons from Lockdown: Are Students Willing to Repeat the Experience of Using Interactive Smartboards?

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Abstract—COVID-19 outbreak has stimulated all kind of e-learning proposals to continue with students' educational progression. Despite the fact it is significant to understand students' perceptions regarding their performance with collaborative tools, specifically interactive smartboards, no research was found during the exhaustive literature review conducted. A research model has been pre-tested using a sample of students of the Faculty of Commerce and Tourism of the Complutense University of Madrid. The results of this exploratory research expose that (1) playfulness has a significant and positive impact on intention to use; (2) interestingness of content has a meaningful effect on perceived playfulness; and (3) perceived ease of use has considerable and positive influence on playfulness. Besides, perceived ease of use and usefulness were not found to have a direct impact on intention to use. The results are revised to propose useful academic and educational contributions.

Keywords—Interactive smartboards, e-learning, playfulness, intention to use

1 Introduction

This pandemic has forced educators to adopt all kind of technological approaches so as to encourage students learning process. Google Jamboard is an interactive smartboard where teachers and students are able to collaborate on a virtual whiteboard, which enables them the opportunity of fostering brainstorming ideas and creating sketches.

This research aims to establish the causal relationships that describe if the use of this collaborative e-learning tool enhances students' behavioural intentions. The model will be pre-testing using Partial Least Squares Structural Equation Modelling (PLS-SEM).

2 Literature Review and Hypotheses

2.1 Technological acceptance theory

Several theories have been widely employed to describe subjects' predisposition to accept and use technological advances. The most widespread are the Technological Acceptance Model (TAM)^{1,2,3}, Theory of Planned Behaviour³ and Unified Theory of Acceptance and Use of Technology (UTAUT)^{4,5}. This research has employed TAM as the foundation of the proposed model as it is considered to offer the best explanations regarding subjects' attitudes and behaviour⁶.

Although prior research has examined different educational issues of Google^{7,8,9,10}, no studies were found in the literature review conducted that deal with Google Jamboard performance. Hence, the following hypotheses were proposed:

H1: Perceived ease of use of Google Jamboard positively and significantly influences

- 1) Students' intention to use
- 2) Perceived usefulness
- 3) Attitude.

H2: Perceived usefulness of Google Jamboard positively and significantly influences students' intention to use.

2.2 Entertainment drivers

Users seem to be predisposed to repeat a technological experience when they feel stimulated with the interestingness of the content and if they have a playfulness feeling^{11,12,13,14}. Thus, as prior studies had already confirmed these relationships in order contexts, it was hypothesized:

H3: Perceived playfulness of Google Jamboard positively and significantly influences

- 1) Students' perceived ease of use
- 2) Perceived usefulness
- 3) Intention to use
- 4) Attitude

H4: Interestingness of content of Google Jamboard positively and significantly influences students' perceived playfulness.

3 Methodology

3.1 Data collection

From June 29 to July 9, 2020 an online questionnaire was sent to a class of 40 students of an online Personal Branding course of the Faculty of Commerce and Tourism of the Complutense University of Madrid. A total of 19 usable questionnaires were collected.

Table 1. Profile of respondents

| Characteristics | Frequency | Percentage (%) |
|-------------------|-----------|----------------|
| <i>Gender</i> | | |
| Female | 11 | 7,9 |
| Male | 8 | 42,1 |
| <i>Age</i> | | |
| 20-25 | 15 | 78,9 |
| 26-30 | 3 | 15,8 |
| 30-35 | 1 | 5,3 |
| <i>Education</i> | | |
| University degree | 13 | 68,4 |
| Master's | 6 | 31,6 |

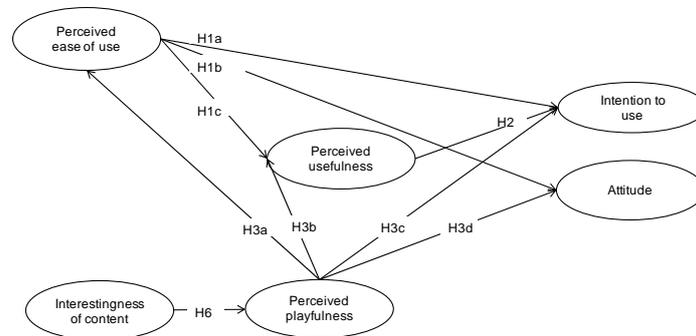


Fig. 1. Proposed model

3.2 Measures

The model proposed in Figure 1 was used in the pre-test analysis. All the scales items were adopted from prior studies and rated on a seven-point Likert Scale (Table II).

Table 2. Descriptive analysis.

| Construct/Associated Items | | Mean | Standard Deviation |
|--|---|-------|--------------------|
| <i>Perceived usefulness (PU)</i> | | | |
| 1 | Using this tool improves my performance in this course | 5.200 | 1.720 |
| 2 | Using this tool is useful to me in this course | 5.550 | 1.687 |
| 3 | Using this tool helps me accomplish my learning effectively | 5.450 | 1.687 |
| 4 | Using this tool makes my work easier in this course | 5.250 | 1.728 |
| <i>Perceived ease of use (PE)</i> | | | |
| 1 | It is easy to get this tool to do what I need to do | 5.500 | 1.775 |
| 2 | this tool is easy to use | | |
| 3 | My interaction with this tool is clear and understandable | 6.000 | 0.949 |
| 4 | It is easy to become skilful at using this tool. | 5.850 | 1.526 |
| <i>Attitude (AT)</i> | | | |
| 1 | I believe that using this tool is a good idea. | 5.850 | 1.424 |
| 2 | I believe that using this tool is advisable. | 5.850 | 1.388 |
| 3 | I am satisfied in using this tool. | 5.700 | 1.487 |
| <i>Interestingness of content (IC)</i> | | | |
| 1 | I think the content taught throughout this tool is interesting. | 5.850 | 1.424 |
| <i>Playfulness (PL)</i> | | | |
| 1 | I enjoy using this tool to receive my classes. | 5.850 | 1.424 |
| 2 | I feel this tool use is fun as way to received my classes. | 5.600 | 1.497 |
| <i>Intention to use (IN)</i> | | | |
| 1 | I plan to use this tool very often during next course. | 5.250 | 1.479 |

3.3 Reliability and validity evaluation

The model was calculated using PLS-SEM as it is an adequate technique for small sample sizes. Table III details the reliability and convergent validity test. Cronbach’s alpha values accomplish the recommended value of 0.60. Average variance extracted (AVE) for each construct was superior to 0.50. All items were meaningfully ($p < .01$) related to their hypothesized factors, and standardized loadings were superior to 0.60. Regarding discriminant validity, the shared variance between pairs of constructs was inferior to the corresponding AVE (Table IV).

Table 3. Reliability and convergent validity of the final measurement model

| Factor | Indicator | Standardized | t-Value | CA | rho_A | CR | AVE |
|----------------------------|-----------|--------------|-------------|-------|-------|-------|-------|
| | | Loading | (bootstrap) | | | | |
| Attitude | AT1 | 0.988 | 13.397 | 0.976 | 0.979 | 0.985 | 0.955 |
| | AT2 | 0.979 | 11.396 | | | | |
| | AT3 | 0.965 | 32.888 | | | | |
| Interestingness of content | IC1 | 1 | | 1 | 1 | 1 | 1 |
| Intention to use | IN1 | 1 | | 1 | 1 | 1 | 1 |
| Perceived ease of use | PE1 | 0.894 | 17.231 | 0.89 | 0.902 | 0.926 | 0.758 |
| | PE2 | 0.88 | 16.609 | | | | |
| | PE3 | 0.955 | 32.115 | | | | |
| | PE4 | 0.739 | 2.531 | | | | |

| | | | | | | | |
|----------------------|-----|-------|--------|-------|-------|-------|-------|
| Playfulness | PL1 | 0.962 | 32.17 | 0.957 | 0.959 | 0.969 | 0.888 |
| | PL2 | 0.956 | 13.51 | | | | |
| Perceived usefulness | PU1 | 0.943 | 28.571 | 0.913 | 0.916 | 0.958 | 0.92 |
| | PU2 | 0.957 | 38.489 | | | | |
| | PU3 | 0.992 | 95.491 | | | | |
| | PU4 | 0.875 | 12.861 | | | | |

Note: All loadings are significant at $p < .01$ level. CA = Cronbach's alpha; CR = composite reliability; AVE = average variance extracted.

Table 4. Measurement model discriminant validity for the higher-order construct.

| Factor | | 1 | 2 | 3 | 4 | 5 | 6 |
|--------|----------------------------|-------|-------|-------|-------|-------|-------|
| 1 | Attitude | 0.977 | | | | | |
| 2 | Intention to use | 0.757 | 1 | | | | |
| 3 | Interestingness of content | 0.897 | 0.73 | 1 | | | |
| 4 | Perceived ease of use | 0.879 | 0.684 | 0.839 | 0.871 | | |
| 5 | Perceived usefulness | 0.841 | 0.703 | 0.712 | 0.847 | 0.943 | |
| 6 | Playfulness | 0.842 | 0.841 | 0.823 | 0.837 | 0.867 | 0.959 |

Note: Diagonal values are AVE square root.

4 Research Findings

Results reveal that perceived ease of use and perceived usefulness do not have a significant effect on intention to use. However, the rest of linkages examined in the proposed model are significant and positive. Hence, playfulness had a significant and positive effect on intention to use.

Table 5. Reliability and convergent validity of the measurement model.

| Hypothesis | Path | Standardized Path Coefficients | t-value (bootstrap) | |
|------------|---|--------------------------------|---------------------|-----|
| H1a | Perceived ease of use -> Intention to use | -0.004 | 0.122 | |
| H1b | Perceived ease of use -> Perceived usefulness | 0.386 | 1.763 | * |
| H1c | Perceived ease of use -> Attitude | 0.568 | 3.769 | *** |
| H2 | Perceived usefulness -> Intention to use | -0.083 | 0.263 | |
| H3a | Playfulness -> Perceived ease of use | 0.795 | 6.109 | *** |
| H3b | Playfulness -> Perceived usefulness | 0.555 | 2.313 | ** |
| H3c | Playfulness -> Intention to use | 0.878 | 2.812 | *** |
| H3d | Playfulness -> Attitude | 0.350 | 2.042 | ** |
| H4 | Interestingness of content -> Playfulness | 0.759 | 4.646 | *** |

Note: *** $p < 0.01$; ** $p < 0.05$; * $p < 0.10$

5 Discussion

This study adds value to prior studies related to e-learning tools by analysing the effect of the use interactive smartboard for fostering students' performance and ex-

tends findings concerning the adoption of TAM model in different innovative technological applications. Therefore, this research contributes to the understanding of the drivers of students' willingness to repeat the use e-learning tools as well as their perception regarding playfulness and interestingness of content. Thus, educators should emphasize students' perceptions of playfulness during their online classes so as to enhance their intention to repeat the educational experience.

As future research lines, scholars are prompted to consider the limitations of this study. Precisely, the small sample of students could have led to bias. Researchers are encouraged to replicate this study in other universities or even other employee contexts.

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