

# Study of Online Continuous Learning Behavior of College Students in the Context of Knowledge Payment

-- Based on the Theory of Planned Behavior and Expectation Confirmation Theory

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**Abstract:** With the rapid development of information technology in the education industry, the number of users of online learning platforms is showing an in the current era of the Internet, online learning platforms have become the preferred learning tools for many college students. Compared with traditional learning modes, online learning has advantages such as abundant learning resources, random learning locations, flexible learning times, and personalized learning. Compared with traditional learning modes, online learning has advantages such as abundant learning resources, random learning locations, flexible learning times, and personalized learning content. However, at the same time, the online learning of college students also exhibits negative learning behaviors and habits such as high dropout rates, low participation, and difficulty in deep learning. Based on the theory of planned behavior, this paper expands, introduces expectation, and provides an overview of online learning. This paper expands, introduces expectation confirmation factors and economic factors, and obtains a survey report through the analysis of second-hand Based on the theory of planned behavior, this paper expands, introduces expectation confirmation factors and economic factors, and obtains a survey report through the analysis of second-hand data research, face-to-face interviews, and telephone interviews. It also summarizes the continuous influencing factors that affect college' online paid knowledge learning from the aspects of information quality, perceived usefulness, social factors, and expectation perception. The research results are helpful for improving the quality of online courses, Enhancing the value of online learning, enhancing the satisfaction of The research results are helpful for improving the quality of online courses, Enhancing the value of online learning, enhancing the satisfaction of college students with online learning, and promoting the healthy development of knowledge payment platforms have important reference significance.

**Keywords:** Online Learning; Pay for Knowledge; Continuous Learning; Expectation Confirmation; Planned Behavior.

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## 1. Introduction

### 1.1. Background

Regarding the expression "knowledge payment", the earlier one can be traced back to the concept of "cognitive surplus" put forward by American scholar Clay Shirky in his book "Cognitive Surplus" in 2010. Mr. Shirky believes that: personal fragmentation of time and personal creative behavior through the Internet connection, so that people's behavior from the simple consumption of media to change over, and then there is the possibility of the formation of a mediocrity to excellence in the knowledge revolution.

With the development of economy and society and the popularization of mobile Internet, the access to knowledge and information has changed dramatically, and digitized knowledge and information have become more and more important in work and life. Knowledge payment began to flourish in China in 2016, and numerous knowledge payment products continue to emerge, attracting a large number of users' attention in a relatively short period of time. The learning concepts and methods of the college student population have also changed dramatically. Compared with the traditional learning mode, online learning has the advantages of rich learning resources, casual learning location, flexible learning time and personalized learning content. This strong flexibility, controllability and interactivity of online learning has attracted college students to participate in the courses. However, at the same time, college students' online

learning also shows bad learning behaviors and habits such as "high dropout rate, low participation, and difficulty in deep learning".

In the context of the Internet outbreak and information explosion, the knowledge content received by users increases geometrically, but it is difficult to guarantee the effectiveness of the content, which leads to a gradual increase in the screening cost of users for high-quality knowledge content; more and more people are unable to satisfy the popularity of free information, and they are eager to get more accurate and effective information, and the superposition of various factors has given rise to Internet content payment.

According to Avery Consulting's "2021 China Quality Education Industry Trend Insight Report", the market size of China's quality education industry in 2021 will be 505 billion yuan, a year-on-year growth of 55.8%; the market size in 2022 will reach 604.58 billion yuan; and it is expected that the market size in 2023 will reach 715.15 billion yuan. Due to the impact of the epidemic, online quality education programs have seen rapid development. However, after several years of development, knowledge payment platforms have exposed numerous problems, such as homogenization of the content of quality education courses, the lack of an objective content evaluation system and standards, and uneven service levels, which seriously affect the online continuous learning behavior of college students. Therefore, it is necessary to study the willingness of college students to continue learning online for online learning courses, and evaluate the strength of the willingness of college students to continue learning

online for knowledge, and then take strategies to improve, so as to improve the satisfaction of college students, and promote the healthy development of the platform of paying for knowledge.

## **1.2. Purpose and Significance of the Study**

### **1.2.1. Purpose of the Study**

Under the background of knowledge payment, the number of college students learning online is growing, but through the combing of domestic and international literature, it is found that there is less research literature on the influencing factors of the formation of online learning habits of college student groups. This study combines the online education development background of knowledge payment to investigate college students' online learning preference and online learning input behavior, so as to analyze the factors affecting college students' continuous online learning behavior. On the one hand, it provides reference for suppliers of knowledge products to provide high-quality knowledge products and services that meet consumers' needs and increase user stickiness; on the other hand, it guides college students to make full use of online learning resources to take advantage of independent learning.

### **1.2.2. Research Significance**

At present, China's economic development is in a new normal development mode, gradually changing from a single high-speed to high-quality development, and promoting supply-side structural reform. At the same time, the innovation driving force has become the main theme of economic development in the era, and high-quality talents have become a key part of it. In order to adapt to the development of the economic environment, people generally begin to accept the concept of "lifelong learning", and show great demand for knowledge and education. Among them, college students have a greater demand for related services, and the knowledge payment industry has seized the market opportunity and started to come into people's view. Therefore, in-depth research on this emerging industry is particularly important and urgent.

Firstly, exploring the development path of the knowledge payment industry chain in recent years and the main factors influencing its development is conducive to understanding the development of the knowledge payment industry, the logic of the industry's survival, and the inherent nature of the law of development.

Secondly, by studying the feedback information given by consumers based on their personal experience, it is possible to clarify the practical needs and emotional demands of consumers in the market, which is conducive to enterprises recognizing the real expectations of consumers in the industry, and then updating and optimizing the service mode and product positioning. Based on this, enterprises in the market can maintain a consistent development frequency with consumers, which is conducive to the overall sound and sustainable development of the industry, and enhance user stickiness.

## **1.3. Research Content**

### **1.3.1. Online Learning Preferences of College Student Groups in the Context of Knowledge Payment**

With the promulgation of the Outline of the National Medium- and Long-Term Education Reform and Development Plan (2010-2020) and the combination of multimedia and network technology, which has changed the

way of acquiring knowledge, online learning has been familiarized and recognized by the college student group. As of June 2018, the scale of online education users in China reached 172 million, and the huge market potential has attracted a large number of enterprises, providing a wealth of various learning resources. Through research, this paper analyzes the paid online education products that the college student group mainly chooses and learns, such as the endpoints of online paid learning, the learning content that focuses on, etc., from which it draws the group's preference for online learning.

### **1.3.2. Online Continuous Learning Behavior of College Students in the Context of Knowledge Payment**

As a group with increasing proportion in online education and as an original citizen of the Internet, the college student group has a very high sensitivity to the Internet. According to the statistics of Chinese Internet Data and Information Center, the college student group accounts for a considerable proportion of paid content users. Therefore, it is necessary to understand the current situation of paid online learning behavior of college student groups, such as the frequency of learning, the length of learning, the degree of concentration of learning, the continuity of learning, learning exchanges, sharing, etc., to summarize the main characteristics of online paid learning input behavior.

### **1.3.3. Influencing Factors of Online Continuous Learning of College Student Groups in the Context of Paid Knowledge**

The Internet is one of the three main ways for college students to acquire knowledge on their own, and a highly open, personalized and diversified online learning environment has gradually taken shape, and the degree of acceptance of online learning methods by college student groups has gradually increased. However, the online learning of college students still has negative phenomena such as superficial learning and weak continuity. In the context of knowledge payment, the acquisition of high-quality and effective knowledge has become the norm, coupled with the promotion of corporate marketing activities, which will inevitably have a certain impact on the retention of online learning of college student groups, thus promoting the depth of online forms of learning, and forming a sustainable and healthy development of online learning methods.

## **1.4. Current Status of Research**

There are more studies on online education at home and abroad, but there is less research literature on the factors influencing the continued use of online education for college student groups, and the current online education presents a trend of payment, it is necessary to use this as a background for related discussions.

### **1.4.1. Current Status of Domestic Research**

At present, in the domestic and international research on the factors influencing the willingness to continue to use online education, researchers have explored the willingness to continue to learn online from different theoretical perspectives, mainly based on the confirmation theory of the information system continuous use model and the theory of planned behavior. For example, Qian Ying (2015) analyzed the factors affecting users' willingness to continue learning from the perspective of social network environment and learning orientation based on expectation confirmation theory; Yang Yinfu (2016) explored the willingness of MOOC

platform users to continue learning based on the theory of continuous use of information system and self-determination theory, and the introduction of intrinsic motivation, basic psychological need factors and platform design factors; Liu Jinhong et al. et al. (2015) verified the continuous learning willingness of online learning platforms from the user's perspective based on the user's perceived gain, loss and perceived value. A large number of domestic studies have concluded that the main influencing factors for learners to generate continuous use of online learning resources are time and energy cost savings, knowledge usefulness, perceived usefulness and perceived value for money, and satisfaction. For example, Huang Sichen (2017) showed that among them, knowledge usefulness has the strongest influence on college students' intention to pay for online knowledge, followed by platform ease of use, perceived value of the knowledge provider, self-efficacy, social norms, perceived entertainment, control efficacy and perceived socialization, respectively. In terms of college students' online knowledge payment behaviors, the strength of the influence, in descending order, was perceived knowledge provider value, platform ease of use, social norms, self-efficacy, knowledge usefulness, perceived entertainment, control efficacy, and perceived sociality. Jiao Hui and An Tong language (2018) showed that nearly 60% of college students believe that saving time and energy costs is the main influencing factor for choosing paid knowledge, followed by obtaining unique insights and pointers, and a larger proportion of expanding connections and making friends. With the accelerated pace of life and increased pressure of study, the time cost of college students has increased, and the demand for efficiency has also increased. The feature of paid economy to get efficient information in effective time meets the needs of college students. Realistic resources cannot meet the needs of college students' study and life, and the unique insights and instructions in paid knowledge meet their development needs.

#### 1.4.2. The Current Situation of Foreign Research

The development of online education in foreign countries is relatively early, and many colleges and universities widely use network online education platforms for teaching, including open universities, learning spaces, European progress schools and other network online education platforms, and in the empirical research based on the expectation confirmation theory in foreign countries in 2015, MDecman proposed that the path between expectations and satisfaction in the use of mobile learning APPs by learners by gender and prior experience has a moderating effect. Canadian scholars such as Prof. Garrison proposed a theoretical framework of online presence, and they believe that online presence can reduce the anxiety and loneliness of learners in the online learning process, and promote learners to carry out deep and meaningful learning.

## 2. Theoretical Foundations

### 2.1. Theory of Planned Behavior

(Theory of Planned Behavior), referred to as "TPB") is a model proposed by Ajzen in 1985, including behavioral attitudes, subjective norms, perceived behavioral control, behavioral willingness, behavior, which are the core factors, and behavioral attitudes, subjective norms and perceived behavioral control. determine the user's behavioral willingness, these three variables also interact with each other. The Theory of Planned Behavior has received extensive

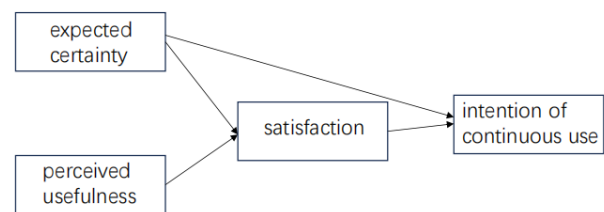
attention from scholars in the field of information systems, and is often used to predict and explain user willingness and behavior related to information systems, technologies, and services.

This study combines the theory of planned behavior with college students' behavior of purchasing knowledge payment products. The hypothesis that the Theory of Planned Behavior can explain some of the factors affecting college students' online continuous learning is proposed by studying the results of Tao Zhimei [4] et al. and verified in the interviews.

### 2.2. Expectation Confirmation Theory

Expectation Confirmation Theory originated from Oliver1980, which refers to consumers' judgment of whether they are satisfied with a product or service based on the comparative results of pre-purchase expectations and post-purchase product performance, and satisfaction will be the antecedent of repurchase or use of the product, and it consists of three parts: expectations, perceived performance and expectation confirmation. Expectation refers to the consumer's expectation of a product or service based on life experience, people around them, or information from other channels. Performance refers to the consumer's evaluation of the product's functionality during use, and comparing this functionality to the pre-purchase expectation to achieve confirmation of expectation. If the consumer's expectation level is high, then the satisfaction level will also be higher, which will motivate their behavior of repurchase or the tendency and behavior of continuous use.

Based on Expectation Confirmation Theory, Bhattacharjee (2001) proposed the Expectation Confirmation Model (ECM). The ECM adds satisfaction and continuance purchase intention to assess the link between expectations of using an information system and the confirmation of expectations after the use. In the field of information systems, the ECM has been widely used to study the tendency of continuance use. The model suggests that when users are considering whether to persist, they make cognitive comparisons before and after using an information system to determine whether they are satisfied with that information system, which in turn affects their propensity to persist, Gupta al. (2020) combined pre-use expectations with ECM and verified that the former can also drive expectancy confirmation.



ECM model

Fig 1. ECM Model

This paper combines expectation confirmation theory with college students' expectations of online learning to explore the influential factors that affect college students' continuous learning after they start online learning. By studying the research results of He Dongchen [1] and others, the idea that expectation confirmation theory can explain some of the factors affecting college students' continuous learning is proposed and verified in the interviews.

### 3. Investigation and Analysis

#### 3.1. Literature Survey Analysis

Referring to the Research on the Influencing Factors of Government Open Data Users' Willingness to Use [4], the research results of a number of references listed in the literature show that the factors influencing users' use of data based on the theory of planned behavior can be summarized as, perceived usefulness, interpersonal influence, self-efficacy,

attitude toward use, perceived risk, perceived behavioral control, perceived convenience, perceived compatibility, data cognitive literacy, and data retrieval and processing ability. These factors use have commonality in the field of online knowledge data use which is also a data category. And in the Research on the Influence Mechanism of College Students' Continuous Use of Online Education Platforms [2], it has been verified that perceived usefulness can influence college students to have an impact on the continuous use of online education platforms.

**Table 1.** Research on the Influencing Factors of Government Open Data Users' Willingness to Use

| Document owner                | Research models/theories  | Research method  | Influence factor   |
|-------------------------------|---|--|--|
| Chen Xiaochun <sup>[28]</sup> | D&M、TAM   | Questionnaire survey, Structural equation                  | System output, information quality, system quality, trust, perceived usefulness, and subjective norms                          |
| Li Yan <sup>[29]</sup>        | Innovation extension theory, TAM, trust theory                              | Meta-analysis, Questionnaires, Structural equations        | Perceived usefulness, perceived ease of use, compatibility, government trust, technology trust, convenience                    |
| Tony <sup>[30]</sup>          | TPB   | Questionnaire survey, Structural equation                  | Use attitude, Perceived risk, Perceived behavior control, Perceived convenience, Perceived compatibility                       |
| Chen Ling <sup>[31]</sup>     | Situation theory  | Questionnaire survey, Structural equation                  | User factor, Task factor, System factor, Environment factor, Initial acceptance behavior                                       |
| Guo Junhua <sup>[32]</sup>    | TAM&TPB   | Questionnaire survey, Structural equation                  | Perceived usefulness, trust, Perceived ease of use, External influence, Interpersonal influence, Self-efficacy and convenience |
| Li Junjun <sup>[33]</sup>     | TAM   | Questionnaire survey, Structural equation                  | Cognitive factor, Demand factor, Motivation factor   |
| Tang Changle <sup>[34]</sup>  | Value co-creation   | Questionnaire survey, Structural equation, Grounded theory | Cognitive factor, Demand factor, Motivation factor   |
| Gao Ming <sup>[35]</sup>      | TRA、Innovative teaching extension theory, Trust theory, Network externality | Questionnaire survey, Structural equation                  | Cognitive factor, Demand factor, Motivation factor   |

**Table 2.** Research on the Influence Mechanism of College Students' Continuous Use of Online Education Platforms

| Document owner                      | models/theories                | Research method                            | User capability factor   |
|-------------------------------------|--------------------------------|--|--|
| Duan Yaoqing <sup>[36]</sup>        | Scenario theory                | Interpretive structure model               | Information awareness, Information knowledge, Information ability, Education level |
| Ma liang <sup>[37]</sup>            |                                | Alexa ranking, Regression analysis         | Information awareness, Information knowledge, Information ability                  |
| Taipale S <sup>[38]</sup>           | TAM                            | Questionnaire, Logistic regression model   | Education, Income, Time spent on the Internet                                      |
| Viswanath <sup>[39]</sup>           | Big Five Personality Inventory | Questionnaires, Structural equations model | Education level, Income level, Innovation in information technology                |
| MilaGascó-Hernández <sup>[13]</sup> |                                | Case study, Comparative discussion         | User skills, Information literacy, Data awareness                                  |
| Zhu Hongcan <sup>[40]</sup>         | TAM、TPM                        | Grounded theory                            | Data cognitive literacy, Data retrieval and Processing ability                     |

**Table 3.** A Study of Community Group Buying Users' Continuous Use of Hospitals Based on ECM and D&M

| Assumption | Hypothetical path                                  | Estimated value | Standard error | Critical ratio | Significance level | Results |
|------------|--|-----------------|----------------|----------------|--------------------|---------|
| H1a        | System quality → Satisfaction                      | -0.050          | 0.091          | -0.542         | 0.588              | False   |
| H1b        | System quality → Perceived usefulness              | 0.230           | 0.094          | 0.249          | 0.803              | False   |
| H2a        | Information quality → Satisfaction                 | 0.390           | 0.125          | 0.125          | **                 | True    |
| H2b        | Information quality → Perceived usefulness         | 0.399           | 0.120          | 0.120          | ***                | True    |
| H3a        | Expectation confirmation → Satisfaction            | 0.509           | 0.083          | 0.083          | ***                | True    |
| H3b        | Expectation validation → Perceived usefulness      | 0.361           | 0.073          | 0.073          | ***                | True    |
| H4         | Satisfaction → Willingness to continue using       | 0.402           | 0.070          | 0.070          | ***                | True    |
| H5         | Perceived usefulness → Willingness to continue use | 0.403           | 0.082          | 0.082          | ***                | True    |

Referring to "A Study of Community Group Buying Users' Continuous Use of Hospitals Based on ECM and D&M" [3], it has been verified that information quality and expectation confirmation have a significant positive effect on satisfaction and perceived usefulness. Similarly, it can be hypothesized that the information quality of knowledge payment platforms can also have a positive effect on satisfaction and perceived usefulness of students' usage, thus enhancing students' online continuous learning behaviors.

### 3.2. Analysis of Interviews

A total of 10 respondents were interviewed for this survey. Based on the content analysis of the literature, we designed and did the following interview questions:

**Q1:** Does the quality of the course have any effect on your continued use?

All 10 interviewees said that: when the quality of the course is high, the duration of continuous use will be longer. Some of the respondents also said that when this course is finished, they will take other courses from that instructor.

That is, the quality of information content will have a positive effect on college students' continuous learning.

**Q2:** Which would make you study longer, interest learning or course need?

8 interviewees indicated that course need is more attractive to continuous learning than interest need because course need is used to pass the exam, and after passing the exam, they will not pay attention to it anymore. The other 2 interviewees said that they are able to continue learning whether it is interest or course need, interest can be said to be from instinct, no one can resist what they like; while course need is the reality, that is, they have to go to learn.

Accordingly, we believe that perceived usefulness has an impact on continuous learning, the course can be helpful to pass the exam, students perceive the course as useful, so that they will continue to learn.

**Q3:** Do you spend more time studying courses or platforms recommended to you by friends?

All 10 respondents agreed that they would be willing to spend more time to study if it was recommended by their friends, at least generally the course recommended by their friends would basically not be too disappointing, and they would be able to stick to it, and 6 respondents also said that they wouldn't easily delete the APP after studying it because they always felt that they would need it again afterward.

In terms of social factors, students believe that most of their friends' recommendations have passed the test of their friends, and that friends' recommendations are based on their understanding of "me", so they are more in line with "my" requirements, because their friends still know what they need better.

**Q4:** Have you ever encountered a situation where you thought the teacher was very good, but you couldn't understand what he/she was saying? In this case, would you continue to take the course?

6 respondents said that they had encountered the above situation, in which case they usually chose to give up the course because they could not understand it, so it would be difficult to bring value to me, and there was no need to continue to spend time on it. Four respondents indicated that they had not encountered such a situation.

This question was explored in terms of self-perceived efficacy, and accordingly, we believe that self-perceived

efficacy can influence students' continued learning through perceived usefulness.

**Q5:** Which do you think you are more likely to persist in learning, recorded or live classes (perceived convenience)

9 interviewees said that recorded classes are more likely to continue learning because the time for learning in recorded classes can be scheduled by oneself, while live classes are timed, so missing a class may be missed, and it may lead to a failure to understand the subsequent classes. Another respondent said that live classes are more consistent because of the interaction and the higher degree of concentration when learning.

Accordingly, we believe that perceived convenience is one of the factors influencing students' persistence in learning, and the higher the perceived convenience, the greater the willingness of students to persist in learning.

**Q6:** Would you take this course consistently because you spent more money on the course (cost factor)

10 respondents said that if the quality of the course is not good, they will not persist on the course after spending more cost to purchase it because if they persist on the course, they will not learn anything, but they will not persist on the course after spending not only the money cost but also the time cost.

It can be seen that the 0-cost factor has no effect on students' persistence in learning.

**Q7:** If the learning platform has incentives such as accumulating points to exchange for goods for continuous learning, do you think it can influence you to continue learning (external incentives)

Ten interviewees said that they did not pay too much attention to the incentives of the platform, even though they knew that there were rewards for signing in on the platform, they did not pay attention to it intentionally, they just sometimes casually clicked on a sign-in, but they never got any actual rewards from it.

Combining the interviews with the fact that most of the current knowledge payment products retain their own incentive model, we believe that the incentives are not very useful to the ordinary customers, and are more useful to the loyal customers of this knowledge payment product, because the ordinary customers are more concerned about the courses they need, and are not too concerned about the rest of the platform, so the incentives cannot be useful to them either. Therefore, the influence of extrinsic motivational factors on online continuous learning of university students is more complex.

**Q8:** Do you think the platform's publicity is reliable, and are you more satisfied or disappointed after learning about the knowledge product.

All 10 respondents agreed that the platform publicity is still reasonable and did not make them have too high expectations, and under normal circumstances, there is no great disappointment or surprise in the subsequent learning of the course, and the knowledge that they want to obtain the basics is basically available, so they are usually not disappointed or surprised, but they still finish the course based on their needs.

This question explores the impact of expectations on students' continued learning from the perspective of propaganda influence in conjunction with expectation perception theory. It is clear that the respondents surveyed placed their expectations within a lower level, i.e., the basic knowledge they wanted to acquire, and this expectation was met in this survey. Therefore, we believe that perceived

expectations are capable of influencing students' continuous learning by affecting satisfaction.

## 4. Conclusion and Recommendations

### 4.1. Conclusion

Summarizing the above, the influencing factors of online continuous learning of college students can be summarized in four aspects: information quality, perceived usefulness, perceived convenience, social factors, and perceived expectations. Among them, information quality, perceived usefulness, perceived convenience, and social factors are the influencing factors of the theory of planned behavior; information quality, perceived usefulness, and expectation perception are the influencing factors of expectation perception theory.

First, the quality of information, the quality of information is the main factor affecting students' continuous learning, including the content of the course, the course content should be relevant to the focus of the exam or the main points of the skills. When the course content is of high quality, students can naturally continue to learn. Secondly, the perceived usefulness of knowledge payment products, like other products in the market, can bring consumers practical utility in order to make consumers continue to use. For example, after a student learns the listening topic of the Grade 4 pass course on platform A, he perceives that his listening ability has really improved, and then he is likely to learn other topics. In addition, the perceived usefulness also includes the students' self-perception ability, that is, their own perceived efficacy, when the students' own perceived efficacy is low, the lack of in-depth thinking about the content learned, cannot find their own progress and further excavation of the interest in the learning of the content, resulting in the lack of motivation in the late stage; on the contrary, more perseverance to learn. Third, the social factors, interpersonal influence will be on the students of online continuous learning, around the friends recommended knowledge payment products, students will be more inclusive of the products provided by the platform, in the encounter for their own learning effect is not good for the product will be attributed to their own, that is only the content of the learning only with their own way of being taught is not compatible, then willing to change the content of the platform for learning. Fourth, the expectation-perception factor, the expectation-perception factor is through the student's satisfaction and then affects the student's willingness to continue to use, the individual's expectations of the learning product is too high, after the initial learning the perceived effect is not up to expectations, will have a negative impact on the student's continuing to use; on the other hand, before the purchase decision to buy the knowledge product does not have high expectations, but easy to learn after the learning satisfaction, and thus willing to continue to learn. On the contrary, students who do not have high expectations of the purchased knowledge product prior to the purchase decision will easily feel satisfied after learning, and thus be willing to continue learning. However, students' expectations are also related to the platform's publicity. The platform should publicize appropriately so as not to cause students' expectations to be too high, but it should also highlight its own advantages in order to attract students to take the first step. Fifth, the perceived convenience, including the way the information is conveyed and its quality, the way the information is conveyed makes the students feel

convenient, and the students will have more willingness to continue learning for the knowledge payment product.

### 4.2. Suggestions

#### 4.2.1. Suggestions for College Students

First, college students should consciously improve their independent learning ability, strengthen their awareness of independent learning, and enhance their independent learning concentration. Grasp their own learning situation, effectively analyze their own learning resources as well as learning problems and deficiencies, and think more about what they have learned. On the other hand, when carrying out online learning, they should keep a clear mind, identify different traps, resist all kinds of undesirable temptations, and overcome all kinds of interference. Teaching is mutual, the internal cause is a major reason, and even the best courses need students to have the ability to accept.

Secondly, we should correctly view the platform's publicity and course teaching, not to learn the course will definitely be able to pass the exam or let themselves have professional skills, do not have too high expectations, so as not to follow up the learning motivation is insufficient.

#### 4.2.2. Suggestions to Platform Operators

First, pay more attention to the improvement of course quality and establish a richer and more perfect course system. Strengthen the interaction, supervision and management of the course learning process, and enhance the quality of students' learning through various methods and channels, only in this way can we enhance the perceived value of students more effectively, give students a better experience, and thus enhance the willingness of college students to continue learning online.

Secondly, pay attention to the course-related evaluation, and take substantial incentives to encourage students to make a true evaluation, college student groups have a greater impact on each other, so that the students who have studied this course actively make comments on the platform is more good than bad, for the evaluation of the criticism, is conducive to the platform itself as well as the course of the improvement of the evaluation of the commendation, is conducive to the formation of the user's word of mouth, so as to enhance the students on the course, the platform of the Inclusiveness.

Thirdly, we should choose the information conveyance methods that students like to see and hear to teach, and at the same time, we should simplify the page and reduce the link advertisement to improve the students' perceived convenience. The higher the perceived convenience of students in learning knowledge, the more it can enhance their willingness to continue learning, so optimizing the platform display page, reducing advertisements, and displaying the courses that students are learning in the most eye-catching places can all improve the convenience of use.

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