

Effects of Mobile Learning on Secondary School Students' Beliefs of Vocational Business Education

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Abstract

The purpose of this study is to assess the effects of experiential learning via cloud-based mobile technologies on 8th graders' beliefs and attitude toward vocational business education. Virtual store and virtual tour were used for students to experience mobile shopping and touring. The study proposed a conceptual model drawn from Kolb's Experiential Learning Model (ELM) to evaluate the effects. Experiential learning was conducted for students of three middle schools in Pingtung County of Taiwan. Structural equation modeling was used to analyze the self-reported data from 203 students. The findings revealed that: (1) learning activities and staff competence positively impacted perceived benefit; (2) learning activities, staff competence, and perceived benefit positively influenced utility value (educational planning); and (3) perceived benefit positively influenced intention to re-participate while utility value did not, and (4) perceived benefit and utility value mediated the influence of learning activity and staff competence on intention. Implications for promoting vocational business education are discussed.

Keywords: Experiential learning, Mobile learning, Vocational education

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