KNOWLEDGE ACCEPTANCE MODEL OF MOOC ONLINE EDUCATION PLATFORM FROM THE PERSPECTIVE OF KNOWLEDGE SHARING*

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Abstract

In an increasingly competitive environment, knowledge resources play an increasingly important role. "Knowledge has become a key economic resource, and it is the dominant source of competitive advantage, and may even be the only source (Drucker, 1995)." Knowledge sharing and knowledge innovation have now become the core competitiveness of various countries and have been highly valued by the country. In particular, it has a far-reaching impact on the development of colleges and universities. The school is a national knowledge reserve center and a national knowledge strategic resource. Actively exploring the path and mechanism of knowledge sharing in colleges and universities in the way to maximize the effectiveness of knowledge, which is of great significance. At the moment of the epidemic, Internet education has become the most necessary way to learn knowledge. Knowledge sharing is an important prerequisite for knowledge construction and knowledge creation on internet learning platforms. However, the lack of systematic research on the relationship and path of its influencing factors makes it difficult. Reveal the effective knowledge transfer process, which leads to the weakening of the viscosity between the Internet learning platform and the learners, and the unsatisfactory learning quality. On this basis, this article takes college students from a university in western China as the research object, and takes the representative MOOC online education platform in the internet learning platform as an example, using the technology acceptance model(TAM) to analyze the relationship between various factors of the internet education platform, using SPSS software to carry out correlation, regression and other analysis methods on the 152 questionnaires recovered, and finally deduce the knowledge acceptance model of college internet education platform. It provides an effective reference for learners to better receive knowledge from the Internet platform, effectively guides the development direction of Internet education, promotes the sharing of knowledge resources, enhances the ability of colleges and universities to radiate science and technology to the outside world, and promotes the coordination and innovation of knowledge. And it has important reference value for professional interaction and compound talent training.

Keywords: Online education platform MOOC, Knowledge sharing, Technology acceptance model

Introduction

With the development of science and technology and the current epidemic situation, the way of learning has also changed a lot. Internet learning has become an important means for students to receive knowledge, and information-based learning resources have also been

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improved with the development of technology. Easy-to-carry learning devices such as smartphones and the low-cost and easy availability of internet connections have also greatly enriched the learning approaches of contemporary college students, making internet-based learning an indispensable means of learning. This article takes the most representative MOOC online education platform the internet education platform as an example to reveal the knowledge acceptance path of the internet education platform and provides an effective reference for the optimization of the internet education platform and the better acceptance of knowledge by the majority of learners. MOOC (Massive Open Online Course, referred to as "Mooc") is a new course model and learning method that has emerged in the field of open education since 2007. In 2012, it was called "the first year of MOOC" by The New York Times. The emergence of "MOOC" seems to have become the focus of global attention overnight and a hot research direction for scholars, which also means that the field of education will face a major change. Personalized factors such as more active learning forms, flexible time, and interesting curriculum settings challenge traditional education. The abundance of resources for communication and the diversity of communication methods have brought opportunities and challenges to higher education. It is undeniable that this will be the most cutting-edge development trend that higher education will face. During the development of "MOOC" since 2007, it has continuously broken through itself. In the fall of 2011, more than 160,000 people worldwide signed up to participate in the knowledge laboratory (ie Udacity) newly established by Stanford University professor Sebastian Thrun. Enrolling in the "Artificial Intelligence" course offered by Peter Norvig achieved the first breakthrough in "MOOC". Since then, Udacity has provided a platform that any university can use to provide resources for MOOCs. In April 2012, the two professors continued to launch the Coursera website, and 87 prestigious universities including Columbia University, Duke University, and Princeton University have become partners of this website. In May of the same year, MIT and Harvard jointly launched edX. Based on the MITx of MIT and the internet online teaching plan of Harvard University, the main purpose is to cooperate with on-campus teaching, improve teaching quality and promote Internet online education. In a short period, Coursera, Udacity, and edX three MOOC platforms have more than 1 million learners who have joined free online courses. While the three major MOOC platforms are in full swing, some countries such as the United Kingdom and the European Union are also following in their footsteps, and have achieved very good results. In December 2012, the Open University of the United Kingdom and 12 universities in the United Kingdom established a MOOC platform called "Fu-relearn", which was strongly supported by the British Council. On April 25, 2013, the MOOC website Openuped, jointly launched by 11 European countries, was officially launched, and the plan was supported by the European Commission. Chinese domestic colleges and universities have also started the process of MOOC platforms and curriculum alliances.

Research purposes

1) Through literature research, explore the perceived purpose of college students when they choose the MOOC Internet education platform.

2) Deduce the learning path of knowledge sharing and acceptance based on the TAM, and construct the knowledge acceptance model of the Internet learning platform.

3) Verify the relationship between the factors of MOOC Internet education platform from the perspective of knowledge sharing.

Literature review

The education model of "MOOC" challenges and subverts the traditional education model, and its information-based knowledge sharing method also brings new enlightenment to the integration and sharing of knowledge resources in colleges and universities. MOOC is the product of "big data", which meets the requirements of large-capacity storage and large-scale dissemination of rapidly expanding knowledge resources from its DNA. In addition to bringing a large amount of knowledge, MOOC can better integrate the pressure generated by the participants' knowledge acquisition progress with the participants' motivation, and finally, realize the natural selection of knowledge dissemination and high-quality knowledge. Scholars have also done a lot of research on “MOOC”, Joksimović et al., (2018) conducted a systematic review of learning modeling methods in MOOCs based on 38 papers from 2012 to 2015, specifically examining the definitions and methods to measure learning outcomes, learning environments, student engagement, and the association between identified indicators and measured outcomes, followed by a framework to study the relationship between contextual factors (such as demographics and classrooms) and the relationship between individual needs, student engagement, and learning outcomes. Paton et al., (2018) analyzed 38 articles from 2013 to 2017 focusing on learner engagement and retention in vocational "MOOC" education and training, from which they identified six functions that improve learner retention and foster engagement Methods: (1) high-quality instructional curriculum design; (2) well-established assessment tasks aligned with curriculum goals; (3) opportunities for learner collaboration; (4) teacher commitment to timely and contextualized communication; (5) curriculum achievement certification, (6) Further learning paths. Since 2019, MOOC research has focused more on self-regulated learning (SRL). For example, Lee et al., (2019) conducted a systematic review of empirical research on SRL in MOOCs, focusing on the impact of SRL on learning, SRL strategies, and SRL interventions, and proposed some MOOCs that promote SRL design. Wong et al., (2019) conducted a systematic review of SRL, paying more attention to human factors in SRL, such as timely feedback, comprehensive support systems, and other human factors, and found that human factors (such as gender, cognitive ability, prior knowledge) Play an important role in effective SRL, suggesting that learning analytics can be used to provide the best support for each learner.

2.1 Knowledge Sharing

Yafang Li (2013), a Chinese scholar, regards knowledge sharing as a transaction and regards knowledge sharing as a process in which knowledge owners make use of the characteristics of insufficient resources such as the availability of knowledge to exchange. Hendriks (2016) pointed out in the study that knowledge management should focus on knowledge sharing, and successful knowledge management activities depend on the knowledge sharing process. Knowledge sharing is considered to be the core link in the knowledge management process, connecting knowledge acquisition, knowledge integration, and utilization and even argue that successful knowledge management activities are based on knowledge sharing (Wang & Noe, 2010). According to Wei Huang and Peng Zhao (2016), knowledge sharing is a process in which knowledge owners share their acquired knowledge with recipients through a certain medium, causing the knowledge recipients to learn. Xi Zeng (2019) pointed out that knowledge sharing is the process of human learning and utilization of knowledge. In this process, knowledge is moved and disseminated through actions among the subjects of human society. Jie Liu (2019) stated that knowledge sharing is a process in which people in an organization spread good knowledge, methods, or experiences to the

organizational level and exchange and discuss knowledge. Therefore, knowledge sharing in this article refers to the driving system for the circulation of knowledge resources and the sublimation of utility in the learning process of learners. Learners are invincible in the competitive environment of knowledge mastery and updating.

2.2 Technology acceptance model(TAM)

In 1989, Davis proposed the Technology Acceptance Model ("TAM" for short). This model is proposed to use the theory of rational behavior to study the user's acceptance of the information system. In this model, Davis proposes two main determinants, perceived usefulness and perceived ease of use. The TAM believes that system use is determined by behavioral intention, behavioral intention is determined by attitude toward using, attitude determined by perceived usefulness and ease of use, and the perceived usefulness and ease of use are determined by external variables.

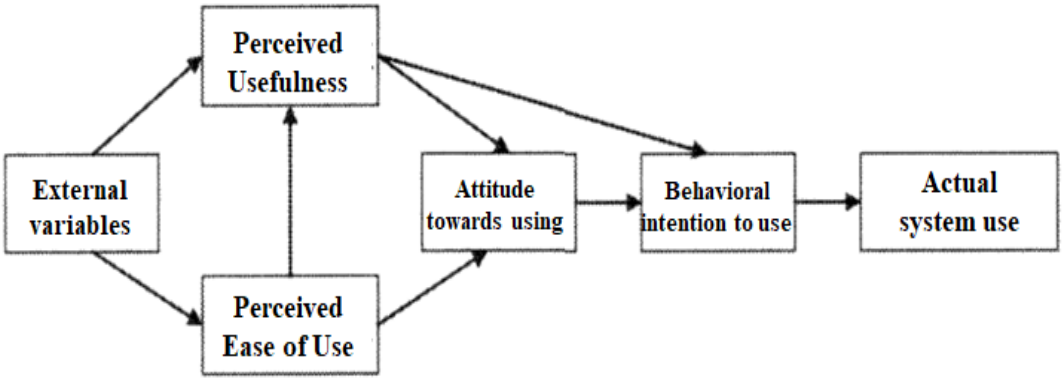

Figure 1.TAM（Davis F D.(1989).Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology. MIS Quarterly, 13 (3) :319-340.）

2.3 Explanation of each dimension:

1.Perceived usefulness and ease of use

Perceived Usefulness: Davis defines perceived usefulness as the degree to which a particular technology is considered by the demander to be convenient for the exchange process. In behavioral research on acceptance of learning using MOOC, perceived usefulness can be defined as the learner's ability to improve personal and organizational skills, with higher scores indicating greater usefulness to the shared MOOC.

Perceived Ease of Use: Davis defines Perceived Ease of Use as the ease with which the user thinks it is necessary to use a particular technology. In the behavioral research on acceptance of learning using MOOCs, perceived ease of use can be defined as the ease with which consumers feel to learn using MOOCs, including knowledge mastery, ease of knowledge comprehension, and knowledge sharing to represent perceived ease of use variables.

2. Behavior Intention

Behavioral intention is a subjective psychological feeling formed in the mind of the decision-maker, which refers to the probability that the learner is willing to adopt a certain decision-making behavior. Therefore, based on previous work, this article defines behavioral intention as the intention of learners who are willing to learn through the MOOC learning platform, share knowledge with others, and improve the skills of individuals and others.

3. Knowledge sharing behavior

Knowledge sharing refers to the process of knowledge spreading across time and space from knowledge owners to knowledge recipients. In this article, knowledge sharing refers to information, data, images, value standards, and other symbolic products of society that have been organized by human thinking. Shared knowledge includes not only codified explicit knowledge but also tacit knowledge that is inseparable from an individual's experience and background. Explicit knowledge is systematic, structured knowledge that is easily communicated programmatically through data or code, and is easily and formally transmitted through MOOC platforms.

2.4 Hypothesis and Scale

TAM proposes two main determinants: Perceived usefulness, which reflects the degree to which a person believes that using a specific system can improve his or her job performance; Perceived ease of use reflects how easy a person believes a specific system is to use. In this paper, it is reflected as learners' perceived usefulness and perceived ease of use of the platform when learning with MOOCs, thereby forming a hypothesis:

H1: Learning perceived usefulness and ease of use have a positive impact on learners' acceptance of MOOC learning platforms

H2: The perceived usefulness and ease of use of learning positively affect the willingness to learn;

The TAM believes that system use is determined by behavioral intention, and behavioral intention is determined by attitude toward using、 perceived usefulness and ease of use. More and more organizations realize organizational competitiveness depends on the effective management of intellectual resources, making knowledge management rapidly becoming a very important organizational function. Knowledge management includes a wide range of complex organizational, social and behavioral factors, however, information technology management is still a major factor in current research on knowledge management. Because knowledge management is supported by information-related technologies, it is very appropriate to use the TAM to study the acceptance of knowledge management systems. The model mainly measures the two main factors of the technology acceptance model - perceived usefulness and ease of use and the user's behavioral intention to use the knowledge sharing system, and the relationship between the three in actual use. Compared with Davis' original TAM, this research model does not consider the factor of the desired attitude, because Davis found in 1989 that the desired attitude only partially mediates the effect of perceived usefulness on the behavioral intention to use. In addition, since the factors affecting perceived usefulness and perceived ease of use are not involved in the research model, external variables are not included in the research model, thus forming the hypothesis:

H3: Learning intent mediates perceived usefulness and ease of use and knowledge sharing behavior

H4: Learning intent positively affects students' acceptance of MOOC's learning platform;

Lifa Tian (2015) used the questionnaire developed by Collins et al., (2006) to measure employee knowledge sharing. She translated the questionnaire into Chinese. The questionnaire included two dimensions of knowledge sharing intention and behavior, with a total of 7 questions. This article mainly refers to the Lifa Tian maturity Scale, which is fine-tuned to make a questionnaire and distribute it to college students.

Table 1 Contents of the scale and questionnaire items

CODE	QUESTION	1-5					REFERENCES
Perceived ease of use							Davis F D.(1989).Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology.MIS Quarterly,13 (3) :319-340.
EASY1	Knowledge on the MOOC platform is easy to master	1	2	3	4	5	
EASY2	Knowledge on the MOOC platform is easy to understand	1	2	3	4	5	
EASY3	Knowledge on the MOOC platform is easy to share with those who need it	1	2	3	4	5	
Perceived useful							
USE1	Knowledge on MOOC platforms can improve personal skills	1	2	3	4	5	
USE2	Knowledge on MOOC platforms can improve organizational behavior	1	2	3	4	5	
Willingness to share							Tian L. (2015). High-commitment work systems drive knowledge sharing: the mediating role of trust relationships and the moderating role of gender. Management Review 27(6), pp. 148-159 Collins,C.J.,&Smith,K.G. (2006).Knowledge exchange and combination:the role of human resource practices in the performance of high-technology firms.Academy of Management Journal. 49(3):544-560
INT1	To keep up with the new ideas of the times, I am willing to learn new ideas and knowledge on the MOOC knowledge-sharing platform.	1	2	3	4	5	

INT2	I am willing to learn professional knowledge in the MOOC knowledge-sharing platform to help me improve my job skills.	1	2	3	4	5	
INT3	I would like to share what I have learned in MOOC with others	1	2	3	4	5	
Shared behavior							
SH1	The sharing of knowledge on the MOOC platform helps learners to improve their knowledge level	1	2	3	4	5	
SH2	By exchanging and sharing knowledge with MOOC, faster than completing work and tasks on your own.	1	2	3	4	5	
SH3	For the actual problems encountered, I can skillfully solve the problems by communicating and sharing knowledge with the MOOC platform	1	2	3	4	5	
SH4	When work or tasks are completed, I find that I can learn a lot of new knowledge from other people through knowledge sharing	1	2	3	4	5	

Research method

4.1 Literature research method

This article obtains relevant information on concepts such as knowledge sharing and MOOC and theoretical models of technology acceptance through the investigation of literature, to fully and correctly understand the knowledge sharing the path of the internet platform education industry to be studied, and the relationship between various factors and make hypothesis.

4.2 Empirical research method

According to the needs of the existing TAM theory and practice, this article puts forward the conditional hypothesis, designs the questionnaire according to the mature scales studied by the predecessors, uses SPSS software for scientific analysis, Finally, the causal relationship between conditions and phenomena is determined according to the analysis results.

Research result

5.1 Questionnaire recovery:

Table 2. Description of the collection of questionnaires

Questionnaire distribution			Percentage	
200 questionnaires were distributed			174 returned	87%
	152 valid questionnaires		76%	
	22 invalid questionnaires	11%		

5.2 Descriptive Analysis

Table 3 Descriptive analysis (N=152)

CODE	minimum	maximum	mean	standard deviation	Skewness	Kurtosis		
	Statistics	Statistics	Statistics	Statistics	Statistics	standard error	Statistics	standard error
EASY1	1.00	5.00	3.2368	1.33092	-.308	.197	-1.269	.391
EASY2	1.00	5.00	3.2368	1.33092	-.308	.197	-1.269	.391
EASY3	1.00	5.00	2.5000	1.46029	.349	.197	-1.388	.391
USE1	1.00	5.00	4.2237	1.12289	-1.761	.197	2.422	.391
USE2	1.00	5.00	4.0132	1.26589	-1.295	.197	.606	.391
INT1	2.00	5.00	4.3289	.96821	-1.147	.197	-.015	.391
INT2	1.00	5.00	4.0658	1.16614	-.942	.197	-.306	.391
INT3	1.00	5.00	4.2105	1.15450	-1.468	.197	1.430	.391
SH1	2.00	5.00	4.4079	.84849	-1.157	.197	.146	.391
SH2	1.00	5.00	4.3026	1.04241	-1.204	.197	.281	.391
SH3	3.00	5.00	4.4342	.78623	-.939	.197	-.731	.391
SH4	1.00	5.00	4.3026	1.04241	-1.417	.197	1.235	.391

From the descriptive statistical analysis results in Table 3, the average value of each item is between 2.5- 4.43, which shows that the distribution is relatively balanced. The standard deviation of each item is between 0.786- 1.4, indicating that the sample data has a general dispersion. Klein (1998) believed that when the absolute value of the skewness of the sample data is less than 3 and the absolute value of the kurtosis is less than 8, it can be considered that the observed variable conforms to the normal distribution. From the above statistical results, the absolute value of skewness of all items is less than 1.76, and the absolute value of kurtosis is less than 2.4, which is much smaller than the reference value proposed by Klein (1998). Therefore, it can be considered that the shape of the large sample data conforms to the normal distribution, which meets the basic requirements of the research hypothesis in this article for analyzing the data.

5.3 T-test

Table 4 T-test

Single sample statistics				Single sample test						
Code	N	Mean	Standard deviation	Standard error of the mean	Test value=0					
		t	df	Sig. (bilateral)	Mean difference		95% confidence interval for difference			
									lower limit	upper limit
EASY1	152	3.2368	1.33092	.10795	29.984	151	.000	3.23684	3.0236	3.4501
EASY2	152	3.2368	1.33092	.10795	29.984	151	.000	3.23684	3.0236	3.4501
EASY3	152	2.5000	1.46029	.11845	21.107	151	.000	2.50000	2.2660	2.7340
USE1	152	4.2237	1.12289	.09108	46.374	151	.000	4.22368	4.0437	4.4036
USE2	152	4.0132	1.26589	.10268	39.085	151	.000	4.01316	3.8103	4.2160

INT1	152	4.3289	.96821	.07853	55.123	151	.000	4.32895	4.1738	4.4841
INT2	152	4.0658	1.16614	.09459	42.985	151	.000	4.06579	3.8789	4.2527
INT3	152	4.2105	1.15450	.09364	44.964	151	.000	4.21053	4.0255	4.3955
SH1	152	4.4079	.84849	.06882	64.048	151	.000	4.40789	4.2719	4.5439
SH2	152	4.3026	1.04241	.08455	50.888	151	.000	4.30263	4.1356	4.4697
SH3	152	4.4342	.78623	.06377	69.532	151	.000	4.43421	4.3082	4.5602
SH4	152	4.3026	1.04241	.08455	50.888	151	.000	4.30263	4.1356	4.4697

The results showed that the t-values of the statistics were all greater than 0.01, and the P-values were all =0, all less than 0.01, indicating that the overall sample differences in this article were very significant and statistically significant.

5.4 Reliability

Table 4 Reliability testing

Code	CITC	Cronbach's Alpha value for items removed	Cronbach's Alpha		
EASY1	.944	.984	.973	.901	.985
EASY2	.944	.984			
EASY3	.789	.988			
USE1	.903	.984	.965		
USE2	.937	.984			
INT1	.965	.983	.976		
INT2	.967	.983			
INT3	.949	.983			
SH1	.956	.984	.982		
SH2	.939	.984			
SH3	.950	.984			
SH4	.956	.983			

Scholars DeVellis (1991) believes that 0.60 to 0.65 (best not to); 0.65 to 0.70 (minimum acceptable value); 0.70 to 0.80 (very good); 0.80 to 0.90 (very good). Therefore, from the results in Table 4, the CITC values of the scales in the three dimensions are all greater than 0.789, and the usefulness and ease to use are all above 0.98, the Cronbach's Alpha values were 0.901, 0.976, and 0.982, respectively. It can be seen that the reliability of the scale is quite good, and the internal consistency of the scale is also very good, which meets the research requirements. The larger the reliability coefficient, the greater the reliability of the measurement.

5.5 Validity

Table 5 Validity test

Variable	KMO value	Bartlett's test of sphere		
		Approximate chi-square	df	Sig.
Perceived usefulness, ease to use (Ease of Use & Useful)	.500	172.301	1	0.000
Shared intent	.768	724.867	3	0.000
Shared behavior	.742	1337.720	6	0.000

The results of the KMO and Bartlett tests showed that the KMO values of perceived usefulness, ease to use, shared intention, and behavior were 0.500, 0.768, and 0.742, respectively. The Bartlett spherical values are 172.301, 724.867, and 1337.720. The statistical significance level Sig value is 0.000, so the scale is suitable for factor analysis

5.6 Correlation

Table 6 Correlation test of each dimension(N=152)

Correlation				
		value	int	sh
value	Pearson correlation	1		
	Significance (bilateral)			
int	Pearson correlation	.939**	1	
	Significance (bilateral)	.000		
sh	Pearson correlation	.913**	.984**	1
	Significance (bilateral)	.000	.000	
**. Significantly correlated at the .01 level (bilateral).				

From the above results, it can be seen that the relationship between perceived usefulness, ease to use and behavior is 0.913, the relationship with behavioral intention is 0.939, and the relationship between behavioral graph sharing behavior is 0.984. The results show that the questionnaire is effective.

Table 7 Correlation test of each factor (N=152)

Correlation													
		EASY1	EASY2	EASY3	USE1	USE2	INT1	INT2	INT3	SH1	SH2	SH3	SH4
EASY1	Pearson correlation												
	Significance (bilateral)	1											
EASY2	Pearson correlation	1.000**	1										
	Significance (bilateral)	.000											
EASY3	Pearson correlation	.893**	.893**	1									
	Significance (bilateral)	.000	.000										

USE1	Pearson correlation	.833**	.833**	.666**	1								
	Significance (bilateral)	.000	.000	.000									
USE2	Pearson correlation	.855**	.855**	.734**	.939**	1							
	Significance (bilateral)	.000	.000	.000	.000								
INT1	Pearson correlation	.885**	.885**	.717**	.882**	.926**	1						
	Significance (bilateral)	.000	.000	.000	.000	.000							
INT2	Pearson correlation	.912**	.912**	.782**	.919**	.933**	.931**	1					
	Significance (bilateral)	.000	.000	.000	.000	.000	.000						
INT3	Pearson correlation	.864**	.864**	.699**	.914**	.913**	.969**	.924**	1				
	Significance (bilateral)	.000	.000	.000	.000	.000	.000	.000					
SH1	Pearson correlation	.887**	.887**	.722**	.863**	.907**	.964**	.937**	.926**	1			
	Significance (bilateral)	.000	.000	.000	.000	.000	.000	.000	.000				
SH2	Pearson correlation	.855**	.855**	.692**	.858**	.890**	.964**	.931**	.959**	.938**	1		
	Significance (bilateral)	.000	.000	.000	.000	.000	.000	.000	.000	.000			
SH3	Pearson correlation	.901**	.901**	.744**	.834**	.899**	.959**	.922**	.905**	.984**	.921**	1	
	Significance (bilateral)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		
SH4	Pearson correlation	.864**	.864**	.692**	.892**	.920**	.990**	.931**	.970**	.968**	.963**	.938**	1
	Significance (bilateral)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
**. Significantly correlated at the .01 level (bilateral).													

It can be seen from the above results that the third factor in perceived ease of use: knowledge on the MOOC platform is easy to share with those who need it. The relationship with other factors is slightly lower, maintaining between 0.666 and 0.782. All above 0.832 indicates that this questionnaire has a good effect. It can also be seen that the path of sharing knowledge with those with learning needs on the Internet education platform still needs to be optimized. On the one hand, it is necessary to provide more ways for those in need to find an educational platform.

5.7 Mediating test

According to Baron & Kenny's (1986)'s point of view on the mediation effect, if the variable X satisfies three conditions, it can be considered that the variable X affects the variable Y through the mediating effect of the variable M: firstly, the change of the variable X can explain the change of the variable Y; secondly, the change of the variable X can explain the change of the variable Y; It is the change of variable M that can explain the change of variable Y; the influence of variable X on variable Y is zero or significantly reduced. When it is zero, it is called complete mediation, and when it is significantly reduced, it is called partial mediation. Since the test of the mediating effect includes the test of the causal effect, H3 is also tested at the same time as H4. According to the content of H4, taking shared behavior as the dependent variable, the perceived usefulness、ease to use independent variable, and the behavioral intention as the mediating variable, SPSS20.0 was used for linear regression analysis. M1 is the regression considering the sharing behavior of the dependent variable on the perceived usefulness、ease to use of the independent variable, and M2 is the regression considering the sharing behavior on the behavioral intention of the mediator variable as shown in Table 8:

Table 8 Mediary test

Dependent Variable: Shared Behavior		
	M1	M2
Independent variable		
Perceived usefulness, ease to use	2.013	
Mediating variable		
Shared intent		.781
R	.913[a]	.985[b]
R^2	.834	.969
ΔR^2	.833	.969
F	756.185	2357.129
ΔF	756.185	656.011

It can be seen from Table 8 that after adding the mediator variable behavioral intention, the coefficient of the perceived usefulness、ease to use of the independent variable is significantly reduced (from 2.013 to 0.781), and the F value of the model is also significant at the level of $P<0.05$, which proves the behavioral intention. There is a partially mediated relationship between perceived usefulness 、 ease to use and shared behavior. Based on this, it can be determined that hypothesis H3 (perceived usefulness 、 ease to use positively affects shared behavior through the mediating effect of behavioral intention) is verified, which also proves that H3 (behavioral intention and shared behavior) is established.

Summary and Discussion

"MOOC" has a strong "digital gene" and strong visualization and dissemination capabilities. This article discusses the path of "MOOC" in the transmission process from the

perspective of knowledge sharing and explores the relationship between the recipient's perceived usefulness、ease to use, behavioral intention, and acceptance and sharing of behavioral factors in the process of knowledge sharing, as well as its transmission path. Revealing the path of the learner's knowledge acceptance status in the Internet education platform is the premise of governing the sharing process, sharing behavior, and sharing intention, and it is also the basic basis and test standard for rationally formulating knowledge sharing strategies.

The knowledge-sharing behavior of learners on the Internet education platform is a knowledge exchange process that occurs in a complex system. The absorption of other disciplines' theories can deepen the understanding and innovation of the knowledge-sharing mechanism. A cross-border knowledge drive will provide more support for the innovation of knowledge-sharing mechanisms (Zheyu Liu, 2018). Through the research on knowledge sharing in the form of Internet +, it is found that the scope of knowledge is diverse, complex, and even intersecting, which also determines that the knowledge sharing behavior of Internet education platforms is not only pedagogical theories can be interpreted alone. It needs to be analyzed and managed from the perspective of a complex social system. At present, the research on Internet education platforms in China is still lacking from cross-disciplinary actual cases. From the research results in the field of Internet education, the research on knowledge sharing lacks comprehensive, systematic, and in-depth research from a multidisciplinary perspective; Based on the above research, it is concluded that the knowledge-sharing mechanism of the Internet education platform is not only determined by a certain factor but through a multidisciplinary systematic design, deepening the knowledge-sharing mechanism to promote the recipient's intention and behavior.

Limitations and Directions of Future Research

Although the scale can reveal learners' knowledge sharing attitude and its causal relationship, it lacks the dynamic knowledge sharing behavior evaluation of real-time real behavior response. Therefore, future research can also integrate knowledge sharing and real-time data measurement of the influence of various factors to achieve real-time acquisition, analysis, and suggestion of knowledge sharing behavior data. The design and development of Internet courses should make full use of big data technology, artificial intelligence technology, and learning analysis technology to realize the acquisition, statistics and activity organization of knowledge sharing behavior.

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