

12-16-2012

# M-Learning on iPad: An Exploration of User Learning Experiences on Road Safety

Iris Reychav

*Ariel University Center, irisre@ariel.ac.il*

Dezhi Wu

*Southern Utah University, wu@suu.edu*

Follow this and additional works at: <http://aisel.aisnet.org/sighci2012>

---

## Recommended Citation

Reychav, Iris and Wu, Dezhi, "M-Learning on iPad: An Exploration of User Learning Experiences on Road Safety" (2012). *SIGHCI 2012 Proceedings*. 15.

<http://aisel.aisnet.org/sighci2012/15>

This material is brought to you by the Special Interest Group on Human-Computer Interaction at AIS Electronic Library (AISeL). It has been accepted for inclusion in SIGHCI 2012 Proceedings by an authorized administrator of AIS Electronic Library (AISeL). For more information, please contact [elibrary@aisnet.org](mailto:elibrary@aisnet.org).

# M-Learning on iPad: An Exploration of User Learning Experiences on Road Safety

**Iris Reychav**

Department of Industrial Engineering and  
Management  
Ariel University Center  
Ariel, Israel  
[irisre@ariel.ac.il](mailto:irisre@ariel.ac.il)

**Dezhi Wu**

Department of Computer Science & Information  
Systems  
Southern Utah University  
Cedar City, UT 84720, USA  
[wu@suu.edu](mailto:wu@suu.edu)

## ABSTRACT

Road traffic injuries are predicted to be the fifth leading cause of death and injury by 2030 if no further action is taken. Young drivers, in particular motorcyclists and scooter riders, are among the most vulnerable road users, so it is crucial to conduct effective road safety training for them. In this study, we examined the unique characteristics in an iPad road safety training program for young road users. Based upon the Uses and Gratification Theory, we proposed a conceptual research model to measure how users' perceptions of information needs, new and cool trends, innovativeness, and user preference impact their

learning outcomes, while perceived multimedia enjoyment plays a mediating role in the training processes. A field study was designed and conducted before drivers took their license exam. A structural equation modeling (SEM) approach was utilized to test the proposed research model. Perceived information needs, user preference, and innovativeness were found to have significant mediating relationships with perceived multimedia enjoyment and were prominent in effectively leveraging and promoting higher-order learning outcomes. This study implies the importance of designing multimedia contents with latest technologies to effectively engage young users to foster innovative learning experiences.

**Keywords:** iPad, training, mobile learning, m-learning, learning experience, gratification, innovativeness