Students Perceptions of Online Learning Platforms: Impact on Education and Learning Accessibility in China

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Abstract

This study investigates the experiences of 120 university students in China using Xueersi Online School, with a focus on key factors such as ease of use, personalized learning, course effectiveness, and affordability. A structured questionnaire was distributed, covering six dimensions: basic information, online learning habits, perceived ease of use, perceived usefulness, behavioral intentions, and challenges and suggestions. The results indicate that students generally find the platform user-friendly and highly value its AI-driven personalized learning features. Additionally, the platform is perceived as useful for improving learning efficiency, particularly in structured subjects. However, the study highlights a significant urban-rural gap in access to online learning due to network and device limitations in rural areas. Affordability concerns also emerged, with students from lower-income backgrounds finding the platform's courses expensive. The findings suggest that while Xueersi Online School is effective in providing a personalized and efficient learning experience, addressing accessibility and cost issues will be crucial to making the platform more inclusive and equitable for all students.

Introduction

The online learning industry in China has witnessed rapid growth, driven by the COVID-19 pandemic and the Chinese government's "Double Reduction Policy." This policy aims to reduce excessive academic burdens on students and regulate the after-school tutoring industry. As a result, online education platforms such as Xueersi Online School have shifted their focus from academic tutoring to quality education and vocational skills training.

With a market size exceeding 500 billion RMB, the industry has embraced technological innovations, including artificial intelligence (AI) and big data, to provide personalized learning experiences. However, challenges remain, including the urban-rural education gap, low course completion rates, and concerns about educational equity. This study explores how Xueersi Online School has adapted to these challenges and evaluates its effectiveness in meeting students' learning needs.

This study holds significant value in understanding the role of Xueersi Online School in shaping the landscape of online education in China, particularly in the context of addressing regional disparities and adapting to educational reforms. First, the research aims to analyze how Xueersi Online School addresses the learning needs of students from different regions,

with a particular focus on students in rural areas. By examining accessibility challenges, such as network and device limitations, the study sheds light on the digital divide that may hinder the participation of rural students in online learning, ultimately providing insights on how to bridge these gaps and ensure equitable access to quality education.

Second, the study aims to evaluate the effectiveness of AI-powered personalized teaching in enhancing students' learning efficiency. With the increasing adoption of AI in education, understanding how personalized learning tools impact student outcomes is crucial for optimizing online education platforms. This research offers insights into the benefits and challenges of AI-driven learning, providing valuable implications for future educational practices that aim to cater to diverse student needs and promote individualized learning paths.

Finally, this study seeks to assess the platform's adaptability to the "Double Reduction Policy" and its contributions to quality education. The Double Reduction Policy, which aims to reduce the academic burden on students, is a significant reform in China's educational landscape. By evaluating how Xueersi Online School aligns with this policy, the research contributes to a deeper understanding of how online education platforms can support educational reforms and contribute to fostering quality, balanced learning environments for students across the country. The significance of this research lies in its potential to inform policymakers, educators, and developers on improving online education platforms like Xueersi Online School, ensuring they are accessible, effective, and aligned with the evolving educational needs of students in China.

Literature Review

China has recently unveiled a new educational blueprint aimed at building a robust education system by 2035 to support the nation's modernization and national rejuvenation goals. The 2024-2035 master plan, jointly issued by the Communist Party of China (CPC) Central Committee and the State Council, envisions a strong education system based on socialism with Chinese characteristics. This system will be characterized by powerful ideological leadership, scientific and technological underpinnings, talent competitiveness, social synergy, and international influence (Ministry of Education of the People's Republic of China, 2025). The development of such an education system has been a long-standing aspiration for China, with a targeted timeline for achieving this vision. By 2027, a high-quality education system is expected to be initially established, with the independent cultivation of talent significantly improved. By 2035, China intends to have a fully developed education system that ensures accessibility and quality of basic education among the best in the world, thereby achieving overall educational modernization.

The impact of the COVID-19 pandemic has accelerated the transition to online education globally, including in China. The pandemic forced many countries, including China, to shift from traditional co-located learning environments to online "distance learning from home" systems. Central to this transition was the increased use of distance communication tools and live streaming platforms for education. Chen et al. (2021) conducted a mixed-methods study on the experiences of live streaming-based education during the pandemic, focusing on Chinese higher education. Their study included semi-structured interviews with 30 students and 7 instructors across various disciplines, along with a large-scale survey of 6,291 students and 1,160 instructors at a leading Chinese university. The findings of the study offered valuable insights into the design of online learning environments and provided recommendations for improving remote learning experiences during the pandemic. The

authors also emphasized the implications of their findings for the development of collaborative educational systems post-pandemic.

One significant trend that emerged during this period was the growth of Open Educational Resources (OER), which provided opportunities for global collaboration in education. The Opensource Opencourseware Prototype System (OOPS), a volunteer organization based in Taiwan, was established to translate open-source materials from MIT OpenCourseWare (OCW) into Chinese. Lee, Lin, and Bonk (2007) examined the formation of a collective identity within the OOPS community, guided by Etienne Wenger's Communities of Practice (COP) framework. The study identified three key factors critical to the success of the OOPS community: strong and democratic leadership, participation incentives, and opportunities for members to share experiences and challenges in an asynchronous discussion forum. These factors contributed to the growth of OOPS, though the study also pointed out challenges related to quality control, purpose, scope, and legitimate forms of participation. The findings from this research shed light on the functioning of online global educational communities within the OER movement.

In China, the development of OER has been facilitated by organizations such as China Open Resources for Education (CORE), a non-profit consortium aimed at fostering collaboration and sharing of educational resources between Chinese and international universities. Established in 2003 following a conference on MIT OpenCourseWare, CORE provides Chinese universities with free access to global OER, envisioning this collaboration as integral to the future of global education (Open Education, 2023).

The Chinese government has also played a key role in promoting OER, launching national initiatives to integrate open resources into the country's educational system. Wang and Zhao (2011) reviewed the rapid and stable development of OER in China, noting that government-backed projects and volunteer efforts have contributed significantly to the movement. Despite the successes, several challenges remain, including legal and technical issues, as well as difficulties related to hardware infrastructure. Systemic issues such as quality control, accessibility, incentive mechanisms, and timely content delivery continue to pose challenges for OER in China.

As online learning has gained prominence, discussions have emerged about its role in addressing educational equity. Guo and Wan (2022) explored the equity issues surrounding online learning in China during the COVID-19 pandemic. Their study analyzed data from the Online Learning Survey of High School Students in China and identified a digital divide that manifested in differences in equipment access, network quality, students' adaptability to online learning, and offline learning outcomes. The study concluded that while online learning has the potential to bridge educational gaps, it alone cannot eliminate achievement disparities. The promotion of educational equity requires the active involvement of various stakeholders and targeted interventions to support disadvantaged students.

Jiang et al. (2022) conducted a comprehensive investigation into the determinants affecting university students' adoption of and satisfaction with e-learning platforms during China's COVID-19 response, when nearly 19.70 million students were mandated to participate in online learning under the government's "Classes are Suspended, yet Learning is still Ongoing" initiative. Employing the Online Database Adoption and Satisfaction (ODAS) model with a sample of 1,136 students across six universities in five Chinese provinces, the study utilized Rasch modeling and structural equation modeling for analysis. The findings revealed that computer self-efficacy, intention to use e-learning platforms, perceived ease of use, and perceived usefulness significantly influenced both platform adoption and student satisfaction, with gender differences serving as a moderating factor in these relationships.

Building upon this foundation, Jiang et al. (2021) further examined student satisfaction determinants using the Technology Satisfaction Model during the pandemic period. This study surveyed 928 students from five universities across four Chinese provinces, revealing that satisfaction with online learning platforms was both directly and indirectly influenced by computer self-efficacy and the perceived ease of use and usefulness of the platforms. Notably, the research identified regional differences as moderating variables in these relationships, highlighting the importance of geographical context in online learning satisfaction.

Chen et al. (2020) approached online learning research from a user experience perspective, analyzing the transformation of social education from face-to-face to online delivery during COVID-19. The study constructed an evaluation index system by examining user reviews of seven major online education platforms before and after the pandemic outbreak, incorporating emotional analysis and hot mining technology. Using the variation coefficient method for weighting indices and comprehensive evaluation methods for analysis, the research identified significant changes in user concerns, particularly regarding access speed, reliability, video transmission technology, course management, communication features, and learning support systems. The study provided insights into platform capabilities and response levels during the pandemic while proposing improvement measures.

Zhou et al. (2022) extended the Technology Acceptance Model to investigate factors influencing learners' intention to use online education platforms in developing countries, specifically focusing on China. Through a study of 276 college students from a mainland Chinese university, the researchers tested twelve hypotheses and found support for nine of them. The study identified external variables including Online Course Design, Perceived System Quality, and Perceived Enjoyment, along with Perceived Interaction, as effective predictors of learners' intention to use educational platforms, contributing to understanding technology adoption in emerging educational contexts.

Cong (2008) provided a qualitative perspective on Chinese students' online learning experiences through a year-long study examining cultural impacts on learning attitudes, behaviors, and achievements. Using email surveys and interviews, the research explored participants' perceptions of online learning and sought recommendations for e-learning and e-teaching guidelines. The findings revealed diverse opinions regarding Chinese culture's impact on online learning, with participants identifying both positive and negative influences. The study emphasized individual differences and cultural adaptation as key factors, while the invisibility of cultural influence explained some participants' disagreement with cultural impact theories. Recommendations for educators included providing timely feedback, selecting culturally relevant content, and addressing English language difficulties faced by Chinese students.

Yao (2025) investigated factors influencing students' perceived learning impact of Massive Open Online Courses at Sichuan University of Media and Communication in China. The study examined relationships between self-efficacy, perceived usefulness, knowledge quality, service quality, satisfaction, actual use, and perceived learning impact among 500 students from the School of Broadcasting. Using confirmatory factor analysis and structural equation modeling, the research found that while self-efficacy and satisfaction hypotheses were not supported, perceived usefulness, knowledge quality, and actual use significantly predicted satisfaction, which in turn predicted perceived learning impact.

Chen et al. (2022) examined the evolution of distance education in Chinese higher education through the lens of accessibility, quality, and equity. Using document analysis of national-level policy documents and scientific articles from CNKI, the study revealed the Chinese government's positive attitude toward distance education. However, the research

identified accessibility as receiving less attention compared to quality and equity themes, with problems attributed to inadequate ICT literacy and poor internet infrastructure. The study highlighted gaps between policy directions and research focus, particularly in accessibility development and management.

Liu (2023) conducted a phenomenological study exploring the lived experiences of 25 teachers and 23 undergraduate students at Quzhou University in China to understand matches and mismatches in perceptions of e-learning advantages and problems. Through semi-structured interviews and thematic analysis, the research revealed both convergent and divergent viewpoints between educators and students regarding e-learning implementation. The study provided insights for stakeholders to reduce negative consequences and enhance e-learning quality through better understanding of different perspectives within the educational community.

Collectively, these studies demonstrate the multifaceted nature of online learning research, encompassing technological, cultural, pedagogical, and policy dimensions. The research consistently emphasizes the importance of user perception, cultural context, and system quality in determining online learning success. The findings suggest that effective online learning implementation requires consideration of diverse stakeholder perspectives, regional variations, and cultural factors, particularly in rapidly developing educational markets such as China. The educational landscape in China is undergoing significant transformations, driven by both governmental efforts and the widespread adoption of digital learning technologies. The ongoing development of OER, the transition to online learning, and efforts to address equity issues are central to China's educational modernization goals. Future research should continue to examine the evolving role of online education, the challenges associated with OER integration, and the strategies needed to ensure equitable access to quality education for all students.

Methodology

The study surveyed 120 university students in China with prior experience using Xueersi Online School. Participants were strategically selected from various regions to ensure diverse representation of the student population. The sample included both undergraduate and graduate students from a range of academic disciplines, offering a comprehensive perspective on online learning experiences.

Ethical considerations were paramount in conducting this study. Participants were fully informed about the purpose of the research, and their participation was entirely voluntary. All responses were kept confidential, and no personally identifiable information was collected. Data was collected through questionnaires, with a focus on ensuring anonymity and protecting the privacy of participants. In accordance with ethical standards, participants were provided with the option to withdraw from the study at any time without any consequences. The results were analyzed using mean scores to provide a general understanding of the participants' experiences with Xueersi Online School, ensuring that individual responses remained anonymous and aggregated for reporting purposes.

A structured questionnaire was designed to assess various aspects of participants' experiences with Xueersi Online School, covering six key dimensions: Basic Information, Online Learning Habits, Perceived Ease of Use, Perceived Usefulness, Behavioral Intentions, and Challenges and Suggestions. The Online Learning Habits section focused on the frequency of use, preferred course types, and device usage. The Perceived Ease of Use dimension explored participants' experiences with platform features, including AI assessments, interactive classrooms, and system stability. The Perceived Usefulness section

assessed evaluations of course content, learning efficiency, and problem-solving abilities. Behavioral Intentions were measured by participants' willingness to continue using the platform and recommend it to others. Lastly, the Challenges and Suggestions dimension identified issues faced by users and areas for improvement. Participants responded to each item using a 5-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree).

Results and Discussion

The results of the survey revealed key insights into students' experiences with Xueersi Online School. Frequency of use had a mean score of 3.8 (SD = 0.9), suggesting that students used the platform regularly but not excessively. Perceived Ease of Use scored a mean of 4.1 (SD = 0.8), indicating that most students found the platform user-friendly. The highest satisfaction was noted in the AI personalized learning effectiveness dimension, with a mean of 4.2 (SD = 0.7), suggesting that students appreciated the platform's AI-driven features, especially personalized assessments. Course usefulness had a mean score of 4.0 (SD = 0.9), highlighting that students felt the course content was beneficial for their learning. Willingness to continue using the platform scored a mean of 3.9 (SD = 0.8), indicating a generally positive outlook toward continued use. However, Cost-effectiveness scored lower, with a mean of 3.5 (SD = 1.0), reflecting concerns about the affordability of the platform, particularly among students from lower-income backgrounds.

Key findings from the study include that the majority of students found Xueersi Online School easy to use, with the AI-powered personalized assessments receiving the highest satisfaction scores. This suggests that students value the individualized learning experience provided by the platform. Additionally, students generally agreed that the platform improves their learning efficiency, particularly in subjects that require structured guidance. However, there was a noticeable urban-rural gap, with students in rural areas facing accessibility challenges due to issues such as limited network quality and device availability. Finally, affordability concerns were highlighted, as students from low-income backgrounds found the platform's courses relatively expensive, raising questions about its cost-effectiveness for a broader demographic. These findings emphasize the importance of addressing both technological and financial barriers to make the platform more accessible and equitable for all students.

The findings from this study provide valuable insights into the experiences of university students using Xueersi Online School, highlighting both the strengths and areas for improvement in the platform.

One of the most significant findings is the perceived ease of use of the platform, with a mean score of 4.1. This suggests that Xueersi Online School is generally user-friendly, and most students were able to navigate it without significant difficulties. The high satisfaction with AI-powered personalized learning (mean = 4.2) also indicates that students highly value the platform's ability to offer tailored educational experiences. Personalized assessments likely enhance students' learning experiences by addressing individual strengths and weaknesses, leading to more effective learning outcomes. This is especially important as personalized learning is seen as a key driver in improving student engagement and academic performance, particularly in online environments where students may otherwise feel disconnected.

The course usefulness (mean = 4.0) further underscores that students perceive the platform's content as valuable in enhancing their academic progress. This aligns with previous studies on the importance of well-structured online learning materials in fostering student engagement and learning efficiency. The platform seems to be particularly effective

in subjects requiring structured guidance, where students benefit from clear, organized content and interactive learning tools that support comprehension and retention. This suggests that Xueersi Online School is successfully meeting the needs of students who require more direction in their learning processes, contributing to improved learning efficiency.

However, while the overall feedback is positive, the study reveals some important challenges, particularly concerning the urban-rural gap. Students from rural areas reported lower accessibility due to network and device limitations. This highlights a significant digital divide that may exacerbate educational inequalities between urban and rural populations in China. Despite the country's rapid technological advancement, access to reliable internet and modern devices remains a barrier for students in less developed regions. This issue is critical, as students in rural areas may be at a disadvantage, limiting their ability to engage fully with online learning platforms like Xueersi. It points to the need for targeted interventions that improve infrastructure in rural areas to ensure equitable access to online education.

Another key finding is related to affordability concerns, with a mean score of 3.5 for cost-effectiveness. Many students from lower-income backgrounds perceived the platform's courses as expensive relative to their financial capacity. This finding underscores an important issue in the broader context of online learning, where even high-quality platforms can become inaccessible to students from disadvantaged backgrounds. The cost of online education is a critical factor that can prevent many students from benefiting from such platforms, reinforcing the importance of offering affordable or subsidized options for students who cannot afford full-price courses.

Overall, the findings suggest that Xueersi Online School excels in providing a user-friendly, effective, and personalized learning experience, but there are significant barriers related to accessibility and affordability that need to be addressed. To improve the platform's reach and effectiveness, it would be beneficial to focus on improving infrastructure in rural areas and making the platform more affordable for students from lower-income backgrounds. Addressing these challenges could contribute to making online education more inclusive and equitable, ensuring that all students, regardless of their location or financial situation, can benefit from the advantages offered by online learning platforms like Xueersi.

Based on the findings of this study examining university students' experiences with Xueersi Online School, several key recommendations emerge for various stakeholders involved in online education development and implementation. These recommendations address the identified strengths while proposing solutions for the challenges that hinder equitable access and optimal learning outcomes.

Given the high satisfaction scores for AI personalized learning effectiveness (mean = 4.2), Xueersi Online School should continue to invest in and expand its artificial intelligence capabilities. The platform should develop more sophisticated adaptive learning algorithms that can better identify individual learning patterns, provide more nuanced feedback, and offer increasingly personalized learning pathways. Additionally, incorporating predictive analytics to anticipate student difficulties before they occur could further enhance the learning experience. To address affordability concerns (mean = 3.5), the platform should develop a comprehensive pricing strategy that includes multiple tiers of access. This could involve offering basic courses at reduced rates, implementing income-based pricing models, providing scholarships or financial aid for students from low-income backgrounds, and creating partnerships with educational institutions to offer bulk discounts. Additionally, a freemium model with basic content available at no cost could help reach underserved populations. To address the urban-rural digital divide, technical improvements should focus on developing lightweight versions of the platform that function effectively with limited

internet connectivity. This includes creating offline-capable content downloads, implementing adaptive streaming technology that adjusts to network quality, and designing mobile-optimized interfaces that work efficiently on basic smartphones and tablets commonly used in rural areas. The platform should establish dedicated technical support specifically for students in rural or underserved areas, including multilingual support options, video tutorials for basic platform navigation, and partnerships with local educational institutions to provide technical assistance and device support.

Universities should leverage the platform's strengths by incorporating Xueersi Online School into blended learning models that combine online and face-to-face instruction. This approach can maximize the benefits of personalized AI-driven learning while maintaining the social interaction and hands-on learning opportunities that traditional classroom settings provide. Educational institutions should advocate for and invest in improving technological infrastructure, particularly for students in rural areas. This includes establishing computer labs with reliable internet access, implementing device lending programs, and creating partnerships with telecommunications companies to improve campus and community connectivity. Institutions should implement comprehensive digital literacy training for both students and faculty to maximize the effectiveness of online learning platforms. These programs should cover basic technical skills, online learning strategies, and effective use of AI-powered educational tools.

Government initiatives should prioritize bridging the digital divide between urban and rural areas through targeted infrastructure development. This includes expanding high-speed internet access to rural communities, subsidizing internet costs for low-income families, and investing in mobile network coverage in underserved regions. In alignment with China's 2024-2035 educational blueprint, policymakers should establish comprehensive standards for online learning platforms that ensure quality, accessibility, and equity. These standards should include requirements for multilingual support, accessibility features for students with disabilities, and affordability guidelines. Government programs should provide financial assistance to students from disadvantaged backgrounds to access quality online learning platforms. This could include voucher systems, tax incentives for educational technology purchases, and direct subsidies for online learning subscriptions. Encourage collaboration between government agencies, educational institutions, and private technology companies to develop comprehensive solutions that address both technological and financial barriers to online learning access.

Conclusion and Suggestions

This study provides valuable insights into the use of Xueersi Online School among university students in China, highlighting both the strengths and challenges associated with online learning platforms. The platform is generally well-regarded for its ease of use and personalized learning features, with AI-driven assessments receiving the highest satisfaction scores. Students also find the course content useful, contributing to improved learning efficiency, particularly in subjects that require structured guidance. However, the study also reveals significant accessibility challenges faced by students in rural areas, where limited network and device availability create barriers to effective participation. Additionally, concerns about the affordability of the platform were raised, especially among students from lower-income backgrounds. These findings suggest that while Xueersi Online School offers a high-quality learning experience, addressing issues related to access and cost is essential to ensuring that the platform is accessible to all students, regardless of their location or financial status.

Future research should conduct long-term studies to assess the sustained impact of AI-powered personalized learning on student academic outcomes, retention rates, and career success. This research should compare students who used personalized online learning platforms with those who relied primarily on traditional learning methods. Comprehensive studies should examine the specific challenges and opportunities faced by rural students in online learning environments, with particular attention to developing targeted interventions that can bridge the digital divide effectively. Research should examine the economic implications of online learning adoption, including cost-effectiveness for students, institutions, and society as a whole. This analysis should consider both direct costs (platform fees, technology) and indirect costs (time, opportunity costs). Future research should compare the effectiveness, accessibility, and affordability of different online learning platforms to identify best practices and inform platform development and policy decisions. Studies should examine whether online learning platforms like Xueersi Online School help reduce or potentially exacerbate educational inequalities between different demographic groups, socioeconomic backgrounds, and geographic regions.

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