Supplementary Material

Table S1. Matrix of information extracted from the papers selected in the review.

N°	Authors	Title	Year	Objective	Participants	Results
1	Pal, D. & Vanijja, V.	Perceived usability evaluation of Microsoft Teams as an online learning platform during COVID-19 using system usability scale and technology acceptance model in India.	2020	To determine if there is a difference in perceived usability during the use of online learning applications based on the consumer platform (smartphones vs. laptops) or alternatively the mobile vs. web version of the applications.	1595 students	The consumer platform (PC, mobile) has no effect on the usability aspect of TEAMS.
2	Sukendro, S.; Habibi, A.; Khaeruddin, K.; Indrayana, B.; Syahruddin, S.; Makadada, F.A. & Hakim, H.	Using an extended Technology Acceptance Model to understand students' use of e-learning during Covid-19: Indonesian sport science education context	2020	Exploring factors predicting the use of e-learning during CoronaVirus Disease 2019 (COVID-19) among sport science education students in Indonesian Higher Education Institutions.	974 students	The TAM has successfully explained the factors that predict e-learning usage. There are significant relationships between the facilitating condition with perceived ease of use and perceived usefulness.
3	Alfadda, H.A. & Mahdi, H.S.	Measuring Students' Use of Zoom Application in Language Course Based on the Technology Acceptance Model (TAM)	2021	Analyze the correlation between the variables of TAM on using Zoom application in language learning, in addition to examining how gender and experience influence the use of technology.	75 students	The results of the study reveal a strong positive correlation between the actual use of Zoom and the students' attitudes and behavioral intention.
4	Alshurafat, H.; Al Shbail, M.O.; Masadeh, W.M.; Dahmash, F. & Al-Msiedeen, J.M.	Factors affecting online accounting education during the COVID-19 pandemic: an integrated perspective of social capital theory, the theory of reasoned action and the technology acceptance model	2021	This study examines the factors that impact the use of online learning systems by accounting students in Jordanian public universities.	274 students	This study finds three significant predictors of attitudes toward use decisions: subjective norms, perceived ease of use, and perceived usefulness. The factors that enhance the use of online learning systems are not limited to organizational issues, but also incorporate other factors, such as those related to the individual and to technology.
5	Han, J.H. & Sa, H.J.	Acceptance of and satisfaction with online educational classes through the technology acceptance model (TAM): the COVID-19 situation in Korea.	2021	Investigate the acceptance intention of and satisfaction with online classes and ascertain students' technology acceptance and readiness for online learning.	313 students	Perceived ease of use showed a statistically positive effect on perceived usefulness and educational satisfaction but did not have a statistically positive effect on acceptance intention. Perceived usefulness had a statistically positive effect on educational satisfaction and acceptance intention, and educational satisfaction had a statistically positive effect on acceptance intention.

Table S1. Matrix of information extracted from the papers selected in the review (continue).

N°	Authors	Title	Year	Objective	Participants	Results
6	Wang, S.F.; Tlili, A.; Zhu, L.X. & Yang, J.F.	Do Playfulness and University Support Facilitate the Adoption of Online Education in a Crisis? COVID-19 as a Case Study Based on the Technology Acceptance Model	2021	Investigating how university joy and support could facilitate student adoption of online learning during the COVID-19 pandemic.	342 students	Perceived ease of use and perceived usefulness positively affect their participation attitude, and perceived usefulness and perceived ease of use affect their intention to participate through the full mediation of participation attitude.
7	Zhu, M.N. & Zhang, Y.	Medical and public health instructors' perceptions of online teaching: A qualitative study using the Technology Acceptance Model 2	2021	Examined medical and public health instructors' perceptions of online teaching using the Technology Acceptance Model 2 (TAM2).	10 instructors	Instructors had a high level of acceptance of online teaching. Instructors perceived the usefulness of online teaching in terms of learning objectives, assessment, instructional methods, and learning experience. Online teaching was perceived as useful in general, although there were challenges, such as online interaction, assessment, and hands-on practice. With respect to ease of use in online teaching, instructors perceived the technology to be easy to use; however, there were some pedagogical challenges, such as class participation, focusing students' attention, and transforming hands-on lab or clinical sessions online.
8	Fauzi A., Wandira R., Sepri D., & Hafid A.	Exploring students' acceptance of google classroom during the covid-19 pandemic by using the technology acceptance model in west sumatera universities	2021	To assess the use of e-learning platforms among university students in West Sumatera, Indonesia, during the COVID-19 pandemic, particularly Google Classroom widely used.	383 students	When provided properly, the ease and benefit of using Google Classroom is felt to the fullest when distance learning is ongoing. Consequently, ease of use positively influenced the benefits of the platform as its features were simple and benefited students during the learning process. The usefulness of Google Classroom also positively influenced the attitude towards the platform, and this variable finally determined the intention to use, which was significantly influenced by the perceived usefulness of e-learning.