Distance Learning Technology Acceptance, a case of Ph.D. students’ experiences post COVID-19

Nour Mattour

Birzeit University

School of commerce/University of Manouba-ECOFIGES Campus Universitaire Manouba, Tunisie. Doctorate e-mail: [nmattour@birzeit.edu](mailto:nmattour@birzeit.edu)

Prof. Souad Kamoun-Chouk

Univ. Manouba, ESCT, LIGUE, Campus Universitaire Manouba, 2010 Tunisie email : [souad.chouk@esct.rnu.tn](mailto:souad.chouk@esct.rnu.tn)

**Abstract** This study aims to examine the challenges faced by higher education students in distance learning using remote communication technologies and how they could affect the quality of education. In addition to examining the challenges, higher education students face when dealing with technology acceptance. The purpose of this analysis is to emphasize the importance of technology acceptance as a necessary fact in gaining knowledge during experiences of distance learning and the use of remote communication technologies. The main objective of this study is to identify, from students’ remote focus group experiences, elements that could highlight the actual situation of technology acceptance among future Ph.D. students and the skills that are thought to be necessary to reinforce the quality of distance learning processes.

**Keywords: Distance learning in high education, remote communication, social distancing, Technology acceptance., Digital literacy.**