
AI translation · View original & related papers at
chinaxiv.org/items/chinaxiv-202304.00081

The Relationship Between Online Education Product Reviews and User Intention to Use: Postprint

Authors: Chang Qing, Yang Wujian

Date: 2023-04-01T16:16:02+00:00

Abstract

[Purpose/Significance] Online education reviews are important factors influencing users' selection and utilization of online courses. Research on the usefulness of online education review information can assist users' decision-making, enhance their usage intention, and drive the iterative updating of online education products.

[Method/Process] Employing a combined approach of questionnaire surveys and experimental research, this study analyzes the influence of online review sentiment polarity (positive evaluation, negative evaluation) and product type (search-type online education products, experience-type online education products, trust-type online education products) on the perceived usefulness of online education reviews, while simultaneously investigating the impact of the usefulness and credibility of online education review information on the intention to select and use such information.

[Results/Conclusion] For search-type and trust-type online education products, negative reviews are more useful than positive reviews, while for search-type online education products, review sentiment polarity exhibits no statistically significant difference in review usefulness. When online education review information is fixed as positive reviews, the moderating effect of online education product type on perceived usefulness is not highly significant; however, when online education review information is negative reviews, online education product type demonstrates a significant moderating effect on the usefulness of online education reviews.

Full Text

The Relationship Between Online Education Product Reviews and Users' Willingness to Use

Chang Qing, Yang Wujian

Zhejiang A&F University Library, Hangzhou 311300

Abstract

[Purpose/Significance] Online education reviews are a crucial factor influencing users' selection and use of online courses. Research on the usefulness of online education review information can assist users in making decisions, enhance their willingness to use such platforms, and promote iterative updates of online education products. **[Method/Process]** This study employs a combination of questionnaire surveys and experimental research to analyze how the emotional polarity of online reviews (positive vs. negative evaluations) and product types (search-based online education products, experience-based online education products, and trust-based online education products) affect the perceived usefulness of online education reviews. It also examines how the usefulness and credibility of online education review information influence users' intention to select and use online education reviews. **[Result/Conclusion]** The findings indicate that for search-based and trust-based online education products, negative reviews are more useful than positive ones, whereas for experience-based products, there is no statistically significant difference in the impact of review sentiment polarity on review usefulness. When online education review information is fixed as positive, the moderating effect of product type on perceived usefulness is not significant; however, when reviews are negative, product type significantly moderates the usefulness of online education reviews.

Keywords: online education, online reviews, review intention, educational product category

Introduction

With the rise of online education, online education reviews have gradually become the primary means for users (learners, educators, and library resource purchasers) to obtain information about online education resources and understand online education service institutions, playing a vital role in users' selection and usage decisions. Online reviews also serve as an important information source for users, influencing not only potential users' opinions but also ultimately affecting the marketing of education platforms. They help users select appropriate courses, increase stickiness between users and education products, and significantly impact enhancing user trust and improving the visibility of online education service platforms.

Based on the direction of information dissemination, online education reviews can be divided into positive and negative categories. Currently, positive reviews dominate the online education market, though there is no consensus on how negative versus positive reviews affect users. Some researchers argue that positive reviews have greater impact, while more scholars contend that negative information is more influential.

Users' selection, usage, and purchasing evaluation behaviors vary with the attributes of online education products, and users with different needs focus on different aspects when choosing products. For search-based online education products, relevant information can be easily obtained from advertisements and introductions, making other users' reviews less critical. Users and managers want to spend minimal time searching for information, thus reducing the importance of other users' reviews for potential users. Ghose and Ipeiritis argue that objective online review information is more useful for search-based products, while subjective reviews are more valuable for experience-based products. Combining subjective reviews with objective descriptions provides users with valuable reference information. For experience-based products, users struggle to make definitive quality assessments when making choices and must rely heavily on online reviews to reduce perceived risk. Due to significant information asymmetry differences among search, experience, and trust-based education products, the relationship between online reviews and users' selection willingness or payment intention varies by product type. Therefore, studying review usefulness across different product attributes is extremely meaningful. Understanding users' attitudes toward and trust in online reviews can help online education service institutions develop different review promotion strategies and manage online reviews effectively under certain conditions. This study uses simulated experiments incorporating real-world scenarios to explore how different online education product types and review information polarity affect users' willingness to post reviews and make purchasing decisions.

1 Theoretical Research Background

Word-of-mouth effects are recognized as important factors influencing user decisions with the rise of online education. The emergence of new media education provides users with platforms to publish reviews on online media, facilitating word-of-mouth dissemination. Online reviews, as a form of electronic word-of-mouth, were first proposed by P. Chatterjee in the paper "Online Reviews: Do Consumers Use Them?" Researchers define online reviews as users' evaluations of product quality, features, and experiences, consisting of reviewers, content, and timing. Current research on online reviews primarily focuses on three aspects: online product sales, review usefulness, and product categories.

1.1 Online Product Sales

Online reviews provide pre-decision references for users and represent a new promotional sales format for online education resource service institutions. Their impact on user selection behavior manifests primarily in usage volume changes, with research focusing on how reviews affect selection behavior, usage quantity, and efficiency. This mainstream area of research examines different online education types to explore how review quantity and service quality affect usage. Z. Ziqiong et al. studied the mathematical relationship between review scores, extreme positive/negative ratios, and usage rankings using sample data from an education product. Gong Shiyang et al. revealed through large-sample empirical research that online reviews significantly affect book sales. Li Jian discussed how “review quantity” and “product attention” significantly impact online mobile phone sales, while also noting that “timeliness” and “review usefulness” are crucial factors. Yang Yang empirically analyzed the relationship between online reviews and movie box office revenue, finding significant impacts. W. J. Duan et al. argued that review content is less important than review quantity, while J. A. Chevalier et al. contended that users value content over statistics. C. Park et al. comprehensively analyzed the impact of negative online reviews on attitudes toward learning products from an information processing perspective. Liao Junyun et al. found that rating distribution deviation significantly negatively affects sales, though brand effects can mitigate this impact. Zhu Shujiang identified that reviews with images, follow-up reviews, word count, and price all significantly positively affect product sales. Xia Meiyu’s research on online travel also found that product maturity moderates the relationships between negative review rates, follow-up reviews, itinerary ratings, rating differences, and sales.

1.2 Usefulness of Online Reviews

All online education products have numerous reviews, making it difficult for users to distinguish helpful ones and understand true product quality. Perceived usefulness of online reviews reflects users’ perception of review quality—how helpful reviews are for evaluating products and making decisions. Higher perceived usefulness typically means greater decision-making assistance. Scholars have focused on what factors influence users’ perception of review usefulness and how users determine it. Different reviews may address different product aspects, and even reviews in the same direction may not be consistent, causing confusion for new users uncertain about which opinions to trust.

Some scholars use all reviews of a product to analyze relationships between textual features, length, sentiment, and the subjective/objective descriptions of usefulness. Guo Shunli et al. constructed a usefulness ranking model, showing that top-ranked reviews are informative, multi-dimensional, and can better meet users’ personalized information needs. Wang Zhisheng et al. explored key attributes influencing users’ voting on review usefulness. Miao Rui et al., using attribution theory, examined how review volume and the direction of differences

between star ratings and average ratings moderate usefulness. He Jie studied sentiment orientation in online course reviews using sentiment dictionaries and machine learning. S. Mudambi et al. analyzed Amazon data, finding that review polarity, depth, and product type affect perceived usefulness. Other scholars have studied perceived usefulness from two-stage decision and text mining perspectives, focusing on reviewers' emotional attitudes and opinions but not specifically evaluating usefulness from textual features.

1.3 Online Education Product Categories

When studying online education review usefulness, products can be categorized by attributes into search-based, experience-based, and trust-based types. Search-based education products have main attributes that can be objectively evaluated through available information. Users can relatively grasp their introductions and functions through feature descriptions before use, such as software learning content. Experience-based products require others' experiences, trial readings, or trial listening for users to understand product quality. These are evaluated based on personal preferences and characteristics, with difficult-to-define standards, such as online English speaking or listening courses. For trust-based education products, users struggle to assess value, which mostly consist of expert lecture services.

Different satisfaction formation mechanisms across product categories lead to varying impacts of review information. D. S. Sundaram et al. found that product characteristics affect how users process word-of-mouth information, with different processing methods for different products. Wu Xiyu found that review text sentiment polarity and diagnosticity positively affect electronic product sales. Li Yuyu et al., focusing on search goods, found that review quantity significantly affects sales while ratings do not. S. Senecal et al.'s experiments showed that experience-based product users rely more on others' recommendations than search-based product users. A. Ghose et al. argued that objective information is more important for search-based products, while subjective evaluations matter more for experience-based products. Y. Hao et al. studied product type and review polarity influence, while C. Park et al. discussed interactions between product types and review polarity on usefulness. Existing research shows inconsistent or even contradictory conclusions about review sentiment, quantity, and usefulness, possibly due to different product types. Research on relationships between online education product types and review usefulness is limited, requiring strengthened investigation into moderating effects on usefulness and purchase intention.

2 Research Hypotheses

Literature shows that users' information search behavior, online selection, and usage behavior differ significantly when choosing among search-based,

experience-based, and trust-based online education products. Product type is an important moderating factor affecting how users manage and utilize reviews and their online selection willingness. Review usefulness varies across product types. Most scholars believe negative reviews impact users more than positive ones. C. Park et al. argue that negative evaluations affect user selection more than positive ones for both experience-based and search-based products. Therefore, we propose that negative evaluations have greater impact than positive ones across all product types:

H1: For search-based online education products, users perceive negative reviews as more valuable and meaningful than positive reviews.

H2: For experience-based online education products, users perceive negative reviews as more valuable and meaningful than positive reviews.

H3: For trust-based online education products, users perceive negative reviews as more valuable and meaningful than positive reviews.

According to attribution theory, people attribute viewpoints and behaviors to internal and external factors. When information receivers attribute others' evaluations to personal bias, online evaluation effects decrease; when attributed to external factors, effects increase significantly. Different user groups have different experiences with experience-based products—what one user values may not be valued by others. For experience-based product reviews, preferences may stem from individual user bias rather than actual product quality. Search-based products typically have unified evaluation standards, and user reviews may be widely accepted as truly reflecting product quality. For trust-based products, even after use, quality cannot be judged, making reviews less referential for others. Thus:

H4: Compared to experience-based online education products, learners, educators, and library resource purchasers perceive positive reviews of search-based products as more valuable and meaningful.

H5: Compared to trust-based online education products, learners, educators, and library resource purchasers perceive positive reviews of search-based products as more valuable and meaningful.

Prospect theory suggests that the pain of loss far exceeds the joy of gain. When perceiving risk, people tend to reduce it. Users perceive different risk levels when selecting different products, with risk varying by product type and user. Perceived risk for experience-based products exceeds that for search-based products. Under high perceived risk, users prefer risk-avoidance approaches to process review information. For experience-based products, quality evaluation information is often insufficient and standards unclear, with reviews possibly reflecting individual experience rather than true quality, thus reducing usefulness:

H6: Compared to search-based online education products, learners, educators, and library resource purchasers perceive negative reviews of experience-based products as more valuable and meaningful.

H7: Compared to trust-based online education products, learners, educators,

and library resource purchasers perceive negative reviews of search-based products as more valuable and meaningful.

Researchers define perceived usefulness as how system use improves user work efficiency. In this context, it refers to how review use aids internet platform selection, saves time, and assists product quality judgment. Based on reviews, users can comprehensively understand products and service providers to make better decisions, which is an important factor affecting review usage. Therefore:

H8: Perceived usefulness of online reviews positively affects intention to use online reviews.

Trust can reduce transaction uncertainty and risk while lowering transaction costs. Numerous studies show trust is a decisive factor in online selection intention, fostering positive usage attitudes and willingness. For online reviews, the more potential users trust them, the more willing they are to reference them:

H9: Perceived credibility of online reviews positively affects intention to use online reviews.

We propose that online education product type is an important moderating factor affecting how review sentiment polarity influences perceived usefulness and credibility, which in turn affect review usage intention. Based on these hypotheses, the conceptual model is shown in Figure 1 [Figure 1: see original paper].

3 Research Methods

3.1 Research Design

To reveal how usefulness, credibility, and usage intention of reviews vary across education product attributes, representative products were selected based on existing literature and products purchased by Zhejiang A&F University Library. “Software Tong” represents search-based products, “New Oriental Online” represents experience-based products, and “Online Lecture Hall” represents trust-based products.

The experimental design is 2 (review sentiment: positive vs. negative) \times 3 (product type: trust-based vs. experience-based vs. search-based). The experimental scenario states: “During your learning process, you need an online education product. Before selection and use, you see reviews posted by users on media, introducing the product’s general situation, platform usage methods, and process.” Participants were 380 university personnel (undergraduates, graduate students, teachers, library managers) with online learning experience in the past month, randomly divided into 6 groups. University personnel were selected because they are active participants in using online education products and posting reviews, and to reduce sample population differences for more credible, persuasive results. Each group read different product review types and answered questions

about reviews and selection decisions. Screening questions eliminated invalid responses, yielding 348 valid questionnaires. Data were analyzed using IBM SPSS 25.0 and LISERAL 10.

3.2 Manipulation Check

Manipulated variables include product type and review sentiment polarity, measured using a 5-point Likert scale. Product type was assessed with the statement: “For this type of online education product, quality can be easily evaluated before selection and use based only on platform descriptions and user reviews, without needing experience.” One-way ANOVA compared the three product types for identifiability ($M_{\text{software}} = 3.07$, $M_{\text{NewOriental}} = 3.40$, $M_{\text{OnlineLecture}} = 3.77$, $F = 12.19$, $p = .000$), confirming successful manipulation.

T-tests analyzed whether participants’ actual perceptions differed significantly. Significant differences existed in perceived sentiment polarity between positive and negative reviews ($M_{\text{positive}} = 3.03$, $M_{\text{negative}} = 2.39$, $t = 7.05$, $p = .000$), confirming successful manipulation of review sentiment polarity.

3.3 Scale Design Sources and Reliability/Validity Analysis

The scale was developed based on existing research. All three questionnaires (for “Software Tong,” “New Oriental Online,” and “Online Lecture Hall”) had identical structures and items to ensure comparable results. A 5-point Likert scale measured responses from “strongly disagree” (1) to “strongly agree” (5). SPSS 25.0 assessed reliability, and LISERAL 10 conducted confirmatory factor analysis to evaluate validity and fit.

As shown in Table 1, Cronbach’s alpha ranged from 0.823 to 0.898, with all internal consistency coefficients exceeding 0.7, indicating good reliability. KMO values between 0.715 and 0.815 confirmed suitability for factor analysis. Confirmatory factor analysis showed: (1) factor loadings > 0.500 ; (2) significance at $p < 0.01$; (3) POVEI > 0.500 , indicating good convergent validity. With POVEI > 0.500 and greater than inter-variable correlation squares, discriminant validity was also good.

4 Data Analysis

4.1 Main Effects Testing

First, without considering moderating factors, the study examined how review sentiment polarity affects perceived usefulness. T-tests analyzed differences between sentiment polarities, as shown in Table 2.

Table 2 indicates significant differences: positive review usefulness ($M = 3.864$) was significantly lower than negative review usefulness ($M = 4.182$; $t = 2.870$,

$p = .004$). One-way ANOVA tested main effects of product type on perceived usefulness, credibility, and usage intention (Table 3).

Significant differences existed in perceived usefulness, credibility, and purchase intention across product types, but not in usage intention. Users reference other users' opinions when selecting any online education product, browsing and consulting reviews.

4.2 Testing the Moderating Effect of Product Type

ANCOVA tested the hypothesized relationships, examining interactions between review sentiment polarity and product type while controlling for gender and other covariates. Homogeneity of variance tests confirmed equal variances ($F = 0.228$, $p = 0.613$), and scatterplots confirmed linear relationships between dependent and covariates.

ANCOVA results (Table 4) show significant main effects for sentiment polarity ($F = 4.674$, $p = .003$) and product type ($F = 3.976$, $p = .020$), and a significant interaction effect ($F = 3.894$, $p = .021$). Adjusted means for sentiment polarity and perceived usefulness are shown in Tables 5-7.

Results show: (1) Different product types yield different usefulness perceptions; (2) Negative reviews have significantly higher usefulness than positive ones. Table 8 and Figure 2 [Figure 2: see original paper] present cross-group comparisons.

When product type is fixed, results differ by polarity. For experience-based products, no significant difference exists between negative and positive reviews ($T = 0.498$, $p = 0.617$). For search-based and trust-based products, positive reviews are significantly less useful than negative ones ($T_{\text{search}} = 3.372$, $p = 0.001$; $T_{\text{trust}} = 2.633$, $p = 0.010$). Thus, H1 and H3 are supported, but H2 is not.

When reviews are positive, product type's moderating effect is not significant, so H4 and H5 are not supported. When reviews are negative, product type's moderating effect is partially significant: negative reviews of search-based products have greater impact than those of experience-based products ($T = 3.985$, $p = 0.000$), and trust-based product negative reviews have greater impact than experience-based ones ($T = 2.543$, $p = 0.012$), with no difference between search-based and trust-based products ($T = 1.191$, $p = 0.232$). Thus, H6 is supported but H7 is not.

4.3 Relationship Between Review Usefulness, Credibility, and Review Usage Intention

To test H8 and H9, a linear regression model was established. Before analysis, residuals and collinearity were examined for regression assumptions. The Durbin-Watson statistic assessed residual independence, tolerance and VIF examined multicollinearity, scatterplots checked linearity, and histograms with P-P plots assessed normality.

Table 9 shows regression results. Multicollinearity is absent, and other regression conditions are met. Standardized coefficients indicate that both perceived usefulness and credibility positively affect review usage intention. Users are more willing to use reviews they find useful and trustworthy, with usefulness having a stronger impact. Therefore, both H8 and H9 are supported.

5 Research Conclusions, Management Recommendations, and Future Outlook

5.1 Research Conclusions

For search-based and trust-based online education products, negative reviews are more valuable than positive ones. Online education service providers should track negative reviews in real-time, respond appropriately, and improve service quality based on user feedback. For experience-based products, no significant difference exists between negative and positive review usefulness, as users attribute negative opinions to personal bias rather than product quality, making these reviews least influential.

When users encounter positive reviews, they attribute them to product service quality rather than reviewer bias, resulting in no significant usefulness differences across product types. However, when facing negative reviews, search-based products allow easier quality judgment, making reviews more referential. For trust-based products, even post-use quality assessment is difficult, yet review usefulness is significantly higher than for experience-based products.

5.2 Management Recommendations

(1) Value the moderating role of review information. Different management models should be adopted for the three product types. Given resource constraints, library managers and platform providers should prioritize managing negative reviews of search-based products. For experience-based products, where positive and negative review usefulness differences are minimal, and for trust-based products, where differences are relatively small, differentiated marketing strategies should be implemented based on review sentiment polarity.

(2) Enrich online review content formats. Education service providers should leverage new media technologies to support not only text reviews but also image, voice, and short video reviews. Enhancing review usefulness, visual appeal, and readability can improve user trust, strengthen usage willingness, and increase platform visibility.

(3) Improve review collection and analysis. Library managers should use big data to comprehensively collect positive and negative reviews, establish visual display platforms for quick access to useful information, and emphasize user reviews across different product attributes to inform future procurement

decisions. Platforms with consistently poor reviews should be considered for suspension in annual procurement plans.

5.3 Research Limitations and Future Directions

This study selected only three products to represent each type, limiting generalizability. Future research should include more representative products, distinguishing platform content and service forms to enhance robustness. Additionally, how users identify authentic and useful reviews among massive, complex information requires further exploration. Future work should strengthen intelligent information processing capabilities to automatically identify useful reviews from large volumes—a key research direction.

References

- [1] XU K, LIAO S S, LI J, et al. Mining comparative opinions from customer reviews for competitive intelligence[J]. *Decision support systems*, 2011, 50(4): 743-754.
- [2] MEIJER M, KLEIN NIJENHUIS J. Issue news and corporate reputation: applying the theories of agenda setting and issue ownership in the field of business communication[J]. *Journal of communication*, 2006, 56(3): 543-559.
- [3] BEIL T, CHENEY I, WIDDOWS R. Consumers online information search behavior and the phenomenon of search vs. experience products[J]. *Journal of family & economic issues*, 2004, 25(4): 449-467.
- [4] LIU Y. Word of mouth for movies: its dynamics and impact on box office revenue[J]. *Journal of marketing*, 2006, 70(3): 74-89.
- [5] YANG Wujian, TANG Lihua, WU Yaoyu. Usefulness of reviews for different product types in online forest product circulation[J]. *Journal of Zhejiang A&F University*, 2015, 32(6): 958-965.
- [6] EAST R, HAMMOND K, LOMAX W. Measuring the impact of positive and negative word of mouth on brand purchase probability[J]. *International journal of research in marketing*, 2008, 25(3): 215-224.
- [7] YANG Yang. The impact of negative online reviews on consumers' purchase intention[D]. Nanjing: Southeast University, 2019.
- [8] ZHAO Xueping. Research on the impact of online follow-up reviews on consumers' purchase intention[D]. Taiyuan: Shanxi University of Finance and Economics, 2017.
- [9] LIU Li. Research on the impact of negative online reviews on consumers' purchase intention[D]. Chongqing: Chongqing Technology and Business University, 2014.
- [10] WANG Mengping. Research on the impact of online reviews on consumers' purchase intention[D]. Taiyuan: Taiyuan University of Science and Technology, 2014.
- [11] GHOSE A, IPEIROTIS P G. Designing novel review ranking systems: predicting the usefulness and impact of reviews[C]//Proceedings of the ninth inter-

- national conference on electronic commerce. New York: Association for Computing Machinery, 2007: 303-310.
- [12] CHATTERJEE P. Online reviews: do consumers use them?[J]. *Advances in consumer research*, 2001(28): 133-139.
- [13] GAO Hui. Research on the impact of online fake reviews on consumer purchase behavior[D]. Hefei: Hefei University of Technology, 2019.
- [14] DELLA ROCAS C, ZHANG X, AWAD N F. Exploring the value of online product reviews for forecasting sales: the case of motion pictures[J]. *Journal of interactive marketing*, 2007, 21(4): 23-41.
- [15] ZIQIONG Z, QIANG Y, LAW R, et al. The impact of e-word-of-mouth on the online popularity of restaurants: a comparison of consumer reviews and editor reviews[J]. *International journal of hospitality management*, 2010, 29(4): 694-700.
- [16] GONG Shiyang, LIU Xia, ZHAO Ping. How do online consumer reviews affect product sales?—An empirical study based on online book reviews[J]. *China soft science*, 2013(6): 171-183.
- [17] LI Jian. Research on the impact of online product reviews on product sales[J]. *Modern information*, 2012, 32(1): 164-167.
- [18] YANG Yang. The impact of online word-of-mouth on online sales of experience goods—An empirical study based on panel data of movie online reviews[J]. *China business and market*, 2015, 29(5): 62-67.
- [19] DUAN W, GU B, WHINSTON A B. The dynamics of online word-of-mouth and product sales—An empirical investigation of the movie industry[J]. *Journal of retailing*, 2008, 84(2): 233-242.
- [20] CHEVALIER J A, GOOLSBEE A. Valuing internet retailers: Amazon and Barnes and Noble[J]. *Yale school of management working papers*, 2003, 12(4): 73-84.
- [21] PARK C, LEE T M. Information direction, website reputation and eWOM effect: a moderating role of product type[J]. *Journal of business research*, 2009, 62(1): 61-67.
- [22] LIAO Junyun, HUANG Minxue. An empirical study of online product reviews, brand, and product sales in hotel sales[J]. *Chinese journal of management*, 2016, 13(1): 122-130.
- [23] ZHU Shujiang. The impact of online reviews on clothing product sales[D]. Kunming: Yunnan University, 2018.
- [24] XIA Meiyu. Research on the impact of online reviews on online tourism product sales[D]. Nanchang: Jiangxi University of Finance and Economics, 2019.
- [25] LI Yan. An empirical study on the usage behavior of Chinese MOOCs among college students[D]. Changsha: Hunan University, 2015.
- [26] MUDAMBI S M, SCHUFF D. What makes a helpful online review? a study of customer reviews on Amazon.com[J]. *Mis quarterly*, 2010, 34(3): 185-200.
- [27] GUO Shunli, ZHANG Xiangxian, LI Zhongmei. Research on mobile O2O online review usefulness ranking model for user information needs—Taking Meituan as an example[J]. *Library and information service*, 2015, 59(23): 85-93.
- [28] WANG Zhisheng, LI Huiying, SUN Rui. Research on factors influencing online review usefulness voting—The moderating role of product type[J]. *Man-*

- agement review, 2016, 28(7): 143-153.
- [29] MIAO Rui, XU Jian. The impact of rating inconsistency on online review usefulness—From the perspective of attribution theory[J]. Chinese journal of management science, 2018, 26(5): 178-186.
- [30] HE Jie. Research on sentiment orientation of online education course review texts[D]. Nanchang: Jiangxi University of Finance and Economics, 2017.
- [31] CHEN C C, TSENG Y D. Quality evaluation of product reviews using an information quality framework[J]. Decision support systems, 2011, 50(4): 755-768.
- [32] LI Baoku, GUO Tingting. The impact of explanation type on perceived online review usefulness from a two-stage decision perspective[J]. Journal of central university of finance & economics, 2019(2): 119-128.
- [33] SUNDARAM D S, WEBSTER C. The role of brand familiarity on the impact of word-of-mouth communication on brand evaluations[J]. Advances in consumer research, 1999, 26(1): 664-670.
- [34] WU Xiyu. The influence mechanism of online review text features on electronic product sales: the moderating role of product characteristics[D]. Hangzhou: Zhejiang University, 2016.
- [35] LI Yuyu. Research on the impact of online reviews on online product sales[D]. Chongqing: Chongqing University, 2017.
- [36] LI Yuyu, LIAO Chenglin, WANG Xiaohuan. Research on the impact of quantitative indicators of online reviews on product sales—From the perspective of search goods[J]. Value engineering, 2017, 36(29): 33-34.
- [37] SENECA S, NANTEL J. The influence of online product recommendations on consumers' online choices[J]. Journal of retailing, 2004, 80(2): 159-169.
- [38] GHOSE A, IPEIROTIS P. Designing ranking systems for consumer reviews: the impact of review subjectivity on product sales and review quality[C]//Proceedings of the 16th annual workshop on information technology and systems. 2006: 217-222.
- [39] HAO Y, YE Q, LI Y, et al. How does the valence of online consumer reviews matter in consumer decision making? differences between search goods and experience goods[C]//43rd Hawaii international conference on system sciences. Koloa: IEEE, 2010: 1-10.
- [40] JI Shuxian, ZHAO Bo. A comparative study of purchase intention between potential and experienced online shoppers[J]. Application research of computers, 2010, 27(9): 3358-3363.
- [41] ZHAO Dongmei, JI Shuxian. An empirical study on the impact of trust and perceived risk on consumers' online purchase intention[J]. Journal of applied statistics and management, 2010, 29(2): 305-314.
- [42] TAN Caidan. Research on carbon emissions from residential electricity consumption and factors influencing energy-saving appliance purchase intention in China[D]. Nanjing: Nanjing University of Aeronautics and Astronautics, 2019.

Note: Figure translations are in progress. See original paper for figures.

Source: ChinaXiv — Machine translation. Verify with original.