Based on the Technology Acceptance Model (TAM), the objective of this study is to explore gender differences in adopting e-learning technology for university students in Chile. A multigroup analysis, based on Partial Least Squares (PLS), was used to compare the differences between women and men. The results indicate that in a sample of students of a Chilean University, the conduct of technology acceptance of e-learning, firstly, coincides with the TAM model, and secondly, it isn't statistically significant difference between women and men.

**Abstract**

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**Keywords**

technology acceptance model, gender analysis, e-learning, higher education, Chile