

國小教師持續實施資訊科技融入教學之研究 = An Empirical Study of Elementary School Teacher's Continuous Implementation on

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摘要

資訊科技融入教學已成為教師在教學過程中不可或缺之利器之一。許多教師雖滿意使用資訊科技融入教學後所獲得的成效，卻仍存在著某些原因會影響教師是否願意持續實施此教學方法。本研究目的從學校行政支援、資訊系統使用觀點探討影響國小教師對資訊科技融入教學持續使用意圖之因素。

本研究以「學校行政支援」、「任務科技適配度」及「資訊系統接受後持續使用模式」衡量國小教師對資訊科技融入教學持續使用意圖之關係。以問卷填答方式，分層隨機抽樣調查台中市公立國小教師。經資料檢核，共收集328份有效樣本。利用結構方程模式驗證研究假設，結果顯示：(一)學校行政支援、任務科技適配度、滿意度正向影響國小教師實施資訊科技融入教學的持續使用意圖；(二)有用性認知經由滿意度正向影響持續使用意圖；(三)確認程度經由有用性認知、滿意度正向影響持續使用意圖。滿意度是影響持續使用意圖最強的路徑。文末根據以上研究結果加以討論，並提出建議供教育行政機關、學校行政、國小教師以及未來研究之參考。

關鍵詞：學校行政支援、任務科技適配度、期望確認理論

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