

The Study of Relationships between Teacher's Interaction with the Professional Learning Community and Teacher Commitment

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ABSTRACT

In recent years, educational reform has gradually changed the ways of teacher's teaching and professional growth. In particular, integrating information technology into teaching (IITiT) has emerged as a catalyst for upgrading teaching quality and student achievement. Although IITiT has been advocated for several years, teacher's adoption is limited. Previous researches provide substantial results on what factors influencing the IITiT, yet how teacher's learning communities influencing their commitment to IITiT is rare. This study aims to empirically examine the relationship between interactivity of teacher's professional learning communities and their commitment to the IITiT moderated by competency and self-efficacy toward IITiT. According to the prior researches, a questionnaire was designed for measuring six variables. A stratified convenience sampling approach was used to collect 400 effective samples from public primary schools in Taichung city. Results of structural equation modeling indicated the research model had good external quality in terms of fitness, reliability and validity. The major findings are:

1. Teacher's professional competency and self-efficacy toward IITiT have direct influences on one's commitment to IITiT respectively.
2. Sharing of practice, structural support, and collaboration indirectly influence teacher commitment to IITiT via self-efficacy and sharing of practice and structural support indirectly influence teacher commitment to IITiT via professional competency.
3. Self-efficacy influences teacher commitment to IITiT directly as well indirectly via professional competency.
4. Primary school teachers perceive moderate to high level of professional learning community interactivity in Taichung city.
5. Teachers strongly perceive sharing of practice but weakly perceive collaboration in the professional learning communities.
6. Loyalty is perceived as the strongest dimension and involvement as the weakest one within the commitment to IITiT construct by teachers.
7. During the interaction among the professional learning community members, structural support influences both of sharing of practice and collaboration.

The present study verifies interactivity of professional learning communities has a significant impact on teacher commitment to IITiT and provides insight of teachers' usage of information technology in teaching. Teachers participate in professional learning communities will improve their competency and self-efficiency toward IITiT, in turn, actually teaching with information technology. Findings serve as a reference for IITiT professional growth programs planning.

Key words: teacher professional learning community, professional competency, self-efficacy, teacher commitment

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Table of Contents

中文摘要	iii
英文摘要	v
誌謝辭	vii
內容目錄	viii
表目錄	x
圖目錄	xii

第一章	緒論	1
第一節	研究背景與動機	1
第二節	研究目的	4
第三節	研究流程	5
第二章	文獻探討	7
第一節	教師專業學習社群之特質與互動	7
第二節	資訊科技融入教學的專業知能	22
第三節	資訊科技融入教學的自我效能	27
第四節	教師對資訊科技融入教學的承諾	33
第三章	研究方法	38
第一節	研究架構	38
第二節	研究假設	40
第三節	研究工具	45
第四節	研究對象及抽樣方法	60
第四章	分析結果與討論	63
第一節	樣本敘述性統計	63
第二節	信度與效度分析	69
第三節	結構模型檢定	74
第四節	討論	81
第五章	結論與建議	88
第一節	結論	88
第二節	建議	89
第三節	研究限制	91
第四節	未來研究方向	92
參考文獻		94
附錄A	正式問卷	120

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