

# 以建構及鷹架理論探究 Blog 系統環境學習風格與成效之研究

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## 摘要

網路學習環境的上網動機、學習滿意度及成效皆與教學平台、操作介面等特性息息相關，而網路教學設計更關乎於學習者的學習意願及成效。因此以有效的教學策略來結合網路學習環境，提昇學生學習成效的重要性也就不言而喻。然而，現今網路學習環境其技術之昂貴、操作之複雜及難以突顯個人價值等之個別學習需求，更遑論群體學習之本質達成性，亦是電子化學習未來應加強的方向。Weblog (Blog)在近年間已蔚為風潮，其以簡單操作風格、廉價的投入成本與開放的網路環境，突顯個人獨特創作與群體智慧，足以彌補長期以來電子化學習環境所欠缺的彈性與開放性。本研究基於建構及鷹架理論的觀點，建置一具有個人化及群體化的Blog系統環境，使學習者在平台上透過協同群體中各成員思維與智慧的交互激盪達成知識共享，以達到最佳的學習成效。本研究採準實驗研究法及研究調查法，針對資訊管理研究所學生選修電子化學習相關課程為實驗樣本，進行十四週實驗教學，以探究實施基於建構及鷹架理論為基礎的教學策略是否更能強化學習成效。資料分析以多變量共變數分析(MANCOVA)發現：(1)學習者之學習風格在學習績效上未呈現差異；(2)採用鷹架及建構理論之教學策略確實能提昇學習者之學習成效；(3)實驗組在教學策略與學習風格的交互作用影響下確實產生較佳的學習成效。

關鍵詞：網路學習環境；Blog；教學理論；學習成效

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