

以科技接受模型探討應用 Blog 於學習滿意度及知識分享意願之研究

黃馨誼、晁瑞明

E-mail: 9511066@mail.dyu.edu.tw

摘要

資訊科技的進步，改變了舊有的學習模式，使得學習者因數位學習的興起多了另一種學習管道。Blog因為自由、開放與共享的特性漸漸被應用在教育領域，然而目前有關Blog應用於教學的研究中較侷限在某幾個學習理論之應用，因此本研究以社會心理學的角度出發，建構一個適於網路環境的 Blog學習系統，運用科技接受模型理論並加入自我效能及主觀規範做為研究架構之基礎，以探討學習者在Blog學習系統中影響知識分享意願的關鍵因素。本研究透過問卷調查以立意抽樣方式進行實證研究，得到以下四點結論：(1) 實證結果顯示本研究建構的Blog學習系統學習評估模式，可以有效探討影響學習者學習滿意度及知識分享意願的因素。(2) 「認知有用性」是影響Blog學習者學習滿意度之關鍵因素；「學習滿意度」是影響Blog學習者知識分享意願之關鍵因素。(3) 學習者知識分享意願分為三種型態，即「挺身而出型」、「推己及人型」與「樂此不疲型」，其中以「樂此不疲型」的學習者人數最多佔52.75%。表示此型態的學習者較易與他人分享個人內在知識，而這也是知識管理及分享當最難得可貴的。(4) 知識分享意願程度為：「學習滿意度高者」>「學習滿意度中者」>「學習滿意度低者」，顯示高度滿意之學習者比其他層次的學習者，易於Blog學習系統中進行意見交換及知識傳遞。

關鍵詞：Blog；科技接受模型；學習滿意度；知識分享意願

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