

認知型態與電腦自我效能對網路寫作之影響

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摘要

過去研究發現認知型態及電腦自我效能分別為影響網路學習成效的主要因素。本研究主要探討認知型態及電腦自我效能對學生利用網路學習英文寫作的影響。參與本研究的七十位對象皆來自中部某一大學，且採用量化研究方法蒐集資料。研究工具包含團體嵌圖測驗 (GEFT)、電腦自我效能測驗、態度問卷。研究結果發現認知型態及電腦自我效能對於網路英文寫作並沒有交互影響，本研究發現認知型態主要影響學生網路英文寫作的成績以及對網路英文寫作學習的態度。場地獨立 (field independent) 學生的表現優於場地依賴 (field dependent) 學生，並且對網路學習英文寫作持較正面的看法。根據以上結果，此研究對目前網路英語學習提出幾項建議：一、線上老師應提供預先學習活動，以提昇網路初學者及場地依賴學生對使用科技工具學習的基本能力。二、老師完整的說明及課堂活動，可利用不同方式呈現學習內容，以結合學生不同的認知型態 (視覺的、錄影帶、聽覺的、互動式的、練習等)。三、準備紙本的提示，強調網站上的內容，以節省時間有效學習。

關鍵詞：認知型態；場地獨立；場地依賴；電腦自我效能；網路英文寫作

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