數位學習融入課程之學習動機及學習行為對學習成效的影響

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摘要

　　由於數位學習應用在教育領域愈來愈普遍，帶動數位學習融入課程的發展與熱潮。本研究為了解數位學習融入課程後，學習動機及學習行為對學習成效之影響。

　　本研究以所任教的科技大學修習計算機概論課程之學生為研究對象，回收有效問卷 162 份。以 SPSS 及 SmartPLS 軟體為分析工具，結果發現：一、數位學習之高使用者及低使用者在學習動機、學習行為及學習成效有顯著差異。二、學習動機、學習行為與學習成效有關係存在。三、各因素構面對其潛在變項影響程度不同。四、學習動機對學習行為及學習成效有顯著正向影響。五、學習行為對學習成效有顯著正向影響。六、學習行為是學習動機對學習成效的中介因子。

　　最後並提出實務上的建議，以做為推動數位學習融入課程時之參考。

關鍵字：數位學習、學習動機、學習行為、學習成效

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The Impact of Learning Motivation and Learning Behavior on Learning Effectiveness about Integrating e-Learning into Course

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Abstract

Owing to applying e-Learning to educational field is getting prevalent, the development and trend of integrating e-Learning into course has become popular. The purpose of this study is to explore the impact of learning motivation and learning behavior on learning effectiveness about integrating e-learning into course.

This study use questionnaire survey to collect data from the students that take "Introduction to Computer Science" course in my class. There are 162 valid samples. By using SPSS and SmartPLS software, the findings of this study are as follows: 1. High-users and low-users of e-learning in the learning motivation, learning behavior and learning effectiveness have significant difference. 2. There are significant relationships among learning motivation, learning behavior and learning effectiveness. 3. Each factor has different influence on its own latent variable. 4. Learning motivation has a significant and positive influence on learning behavior and learning effectiveness. 5. Learning behavior has a significant and positive influence on learning effectiveness. 6. Learning behavior is a mediator between learning motivation and learning effectiveness.

Finally, this study provides some practical suggestions for those who are eager to integrate e-Learning into course as a reference.

Keywords: e-Learning, learning motivation, learning behavior, learning effectiveness