國小教師使用電子白板意願之影響因素：以苗栗縣國小為例

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摘要

In recent years, the Ministry of Education in Taiwan encourages elementary schools to bring electronic whiteboard or other information technology (IT) devices into school as teaching equipments, to promote their teaching effectiveness. Therefore, the teachers in elementary schools who are responsible for teaching henceforth become the navigator to promote these technological devices on the front line. This research aims to look into those factors that affect these teachers' willingness to use electronic whiteboard, and provides the final analytical result to the related educational units implement electronic devices for future reference. Based on related academic references, this study will be discussed in four aspects as follows: computer literacy, subjective norm, perceived usefulness, and perceives ease of use.This study adopts questionnaire survey, and uses purposive samples out of non-random samplings. The objects of study are school teachers from 38 elementary schools in Miaoli County. There were 401 questionnaires sent out, 386 questionnaires recovered and 354 questionnaires are valid ones. The effective questionnaire rate is 97.71%, the research model is to follow general linear model in Multivariate Statistical Analysis from SPSS.

The research outcome indicates that the factors affect elementary school teachers' inclinations to use electronic interactive whiteboard are the following factors: the computer literacy of the teacher, other people's effective degree on the teacher's subjective norm, and the teacher's perceived usefulness, and perceives ease of use toward the electronic whiteboard. The result of this research will help the educational administrative institutions to promote the relative training and courses more efficiently while also promote the effectiveness of elementary school teachers using electronic whiteboard in their teaching career.

關鍵字：Interactive WhiteBoard, Computer Literacy, Theory of Reasoned Action