資訊科技融入教學之現況及其影響因素之探討-以新北市板橋區某國中為例

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摘要

This paper is an action research intended to investigate the status quo and the factors of integrating information technology (IT) into teaching as well as the variance resulting from teachers having different backgrounds in a junior high school in Panchiao District of New
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Taipei City. "Demographic Profile Questionnaire," "StatusQuo of Integrating IT into Teaching Questionnaire" and "Factors Affecting Integrating IT into Teaching Questionnaire" were adopted as a means of collecting data. Data were analyzed by SPSS to describe and analyze descriptive statistics, ANOVA, t-test and Pearson correlation coefficient. The following were the major findings:
1. Integrating IT into Teaching was applied more often in "Pre-Class Preparation" than in "In-Class Activities" and "Post-Class Activities."
2. "Awareness of Administrative Assistance" was the most significant factors affecting whether a teacher is willing to integrate IT into teaching.
3. Age, seniority, specialty, hours of training and numbers of computers equipped would affect the status quo of the integration of IT into teaching.
4. Teachers of Math, Social Science and Chinese were less willing to integrate IT into teaching.

5. Age, seniority, specialty and numbers of computers equipped would have an effect on
the awareness of factors influencing the integration of IT into teaching.
6. The status quo of the integration of IT into teaching and its underlying factors were
significantly correlated, especially teachers' concept and attitude toward IT.
Discussion of the research results and suggestions for future research were provided in the end of the paper.