探討行動化學習對學生學習動機及滿意度之影響

Explore the Impact of M-Learning on Students’ Learning Motivation and Satisfaction

慕容偉 遠東科技大學行銷與流通管理系講師

摘 要

科技及數位化內容的推波助瀾下，行動化學習已成爲一種新型態的學習模式。遠東科大在計算機中心的努力下，校園內有線及無線網路環境已建置完善，而每學期教師將其授課教材的上網率已高達八成五。在這一切就緒的學習環境中，應思考如何利用行動化學習的方式來提升學生主動學習的動機以致獲得更好的學習成效。因此，本研究探討不同人口統計變項的學生對於校園內行動化學習、學習動機及學習滿意度的差異，不同生活型態對於行動化學習的影響，及行動化學習對學生學習動機的影響性與其後續所產生的學習滿意度的變化。研究結果發現，不同人口統計變項的學生對於行動化學習相關構面是有部分差異性存在，此外，生活型態對於行動化學習之看法、行動化學習的看法對學習動機及學習滿意度間透過各相關因素存在著顯著性的正向影響；此可提供校方或教師教學或學生學習上輔助的參考。

關鍵詞：行動化學習、學習動機、學習滿意度
Chai Kang-Wei, Lecturer, Department of Marketing and Logistics Management, Far East University

Abstract

Influenced by IT and digital device, m-Learning has become one of a new kind of learning modes. A completely wired and wireless campus network in Far East University has been established. More than 85% of teachers have uploaded their teaching materials on the net each semester. In this well-prepared learning environment, it is good for us to try better to use the m-Learning to improve students’ learning motivation for reaching a better learning performance. Therefore, firstly, this study explored the m-learning, motivation, and learning satisfaction in the different demographic variables of students. Secondly, we investigated how lifestyles effected the m-Learning, and how m-Learning effected the learning motivation and the learning satisfaction consequently. The results of this study showed that students of different demographic variables had a significant difference on the related dimensions of m-Learning. In addition, there were significant differences existed in the view of m-Learning for the the different lifestyles, and, in term, different views of m-learning had a significant positive effect to the learning motivation and learning satisfaction through each related factors. We hope that the results can provide a reference for school decision makers and teachers for helping students’ learning.

Keywords: m-Learning, learning motivation, learning satisfaction