台灣地區資訊教育與數位落差問題探討

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摘 要

　　資訊科技與網路通訊在現代社會中已占有極為重要的地位，同時在國家各項政策制定方面有著非常明顯的影響，在教育政策上則反映在近年來十分熱門與受到重視的資訊課程與資訊融入教學。台灣地區自實施九年一貫教育以來，學校對於資訊教育的推行不遺餘力，然而在這過程中是否會因為學校之間的差異，而造成學生在資訊教育學習的過程中產生新的數位落差現象，值得深入研究。而本研究之主要目的在探討台灣地區學生數位落差之現況，藉由分析學生個人因素，以及學校、教師等環境因素對於學生之影響，以了解學校資訊教育環境對於學生在數位落差方面之實際影響與所具備的重要性。研究結果顯示，學生個人的家庭社經地位雖然在數位落差的形成上仍有影響，但其影響程度已明顯的減少，顯示由社會階層的差異與數位落差之間的關聯已不如過去強烈。相對地，在學生個人方面，以資訊素養對於數位落差的影響程度較高。而在學校層面，給予學生足夠使用的資訊學習環境、鼓勵學校舉辦各類活動時多使用資訊科技作為輔助、以及給予積極推行資訊教育的校長或行政人員獎勵等，都有助於促使學校在資訊教育上更進一步，對於學生的資訊應用能力也可以有所提升，進一步達到縮減學生間數位落差的目的。

關鍵詞：數位落差、資訊素養、資訊教育

A Study on Information Education and Digital Divide in Taiwan

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Abstract

Information technology and network has been playing an important role in modern society, and also exert a powerful influence regarding the national policy-making. In the field of education, how to incorporate information education into the current curriculum is a popular topic. In Taiwan's new integration curriculum, promoting information education in school has been a priority task. However, whether the school difference produces a new digital divide remain to be explored. This paper studies the digital divide among schoolchildren, especially focusing on individual and environmental (teachers and schools) factors. The result shows that individual student's socio-economic status plays an influential, albeit declining, role. The link between social stratification and digital divide is no long so powerful as in the past. Individually, information literacy is found to be affecting digital divide. Several school factors are critical. Providing an adequate environment for information education, holding more information-based school events, and rewarding the school principals and executives who promote information education, are positive factors to narrow the digital divide.