

An integrate information technology model during earthquake dynamics

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Abstract. Applying Information Technology (IT) in practical engineering has become one of the most important issues in the past few decades, especially on internal solitary wave, intelligent robot interaction, artificial intelligence, fuzzy Lyapunov, tension leg platform (TLP), consumer and service quality. Other than affecting the traditional teaching mode or increasing the inter-relation with users, IT can also be connected with the current society by collecting the latest information from the internet. It is apparently a fashion-catching-up technology. Therefore, the learning of how to use IT facilities is becoming one of engineers' skills nowadays. In addition to studying how well engineers learn to operate IT facilities and apply them into teaching, how engineers' general capacity of information effects the results of learning IT are also discussed. This research introduces the "Combined TAM and TPB mode," to understand the situation of engineers using IT facilities.

Keywords: NXT; dynamics; information technology; C-TAM-TPB

1. Introduction

From the multimedia teaching, internet teaching to today's interactive board teaching, the software and hardware of teaching changes drastically because of the development in technologies (Kerry *et al.* 2011). Information is quickly circulating under the changes in the old and new technologies, and the new knowledge is being created. Therefore, the teaching patterns and teaching methods of engineers are bound to be adjusted (Kerry *et al.* 2011). Many engineers and scholars also believe that information technology can contribute to business management reform and bring innovation into the traditional teaching (Dexter *et al.* 1999, Dias 1999).

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2. Literature review

After 1999, the Ministry of Business management implemented the program on “Information Business management Infrastructure Project” to expand domestic demand, where every high school and elementary school in Taiwan owns a computer lab which can connect via ADSL or T1 line to the Taiwan Academic Network TANet. In 2009 “Build schools with equally high-quality digital business management environment plan” established a special list including multi-functional e-classrooms, single-gun projectors or monitors, networks, computers, electronic whiteboards, cameras, portable and writable computers, and other equipments (White Paper of Ministry of Education 2008, Chang *et al.* 2012a-d, Chen 2012a-e, Chen 2004 2006a-b, 2007a-c, 2008, 2009a-d, 2010a-e, 2011a-h, 2012a-i, Chen *et al.* 2012a-i, Chen 2005a-b, 2006a-b, 2007a-g, 2008a-b, 2009a-b, 2010a-g, 2011a-d, 2012a-k, Chen *et al.* 2012a-i).

Information technology in teaching refers to integrating IT in the curriculum, teaching materials and teaching, so that information technology becomes an indispensable teaching tool and learning tool for engineers and users, making use of information technology into the classroom in their daily teaching of activities, which can be extended to use information technology as a method or a program at any time, any place to find answers to your questions (Wang 2000, Kerry *et al.* 2011, Chiang *et al.* 2010, Chiou *et al.* 2011, Chu *et al.* 2011, Chung *et al.* 2012, Hsiao *et al.* 2005a-e, Hsieh *et al.* 2006, Hsu *et al.* 2012, Hsu *et al.* 2011, 2012a-c, Huang *et al.* 2012).

The implementation of information technology in teaching could not distinguish whether if this course intends to learn how to use information technology or just to learn other subjects or areas in the academic curriculum. In other words, IT has been truly integrated into other learning areas, rather than as a separate discipline (isolated subject). The emphasis of information technology in teaching is holistic and integrated, which is inseparable with both curriculum and teaching. If we can make use of information technology in everyday teaching and learning, IT will become a common tool for teaching and learning, thus successfully integrating information technology into teaching (Wang 2000, Liu *et al.* 2011, 2012, Shen *et al.* 2011, Shih *et al.* 2010, 2011, 2012, Shih 2010a-c, 2011a-c, 2012a-o, Chen *et al.* 2008, 2009a-b, 2011a-b, Chen 2012).

The teaching pattern has also changed after the implementation of information technology into teaching (Dexter *et al.* 1999, Dias 1999). Engineers no longer play the main role in teaching but the roles as guiders and supporters, consequently, users become the center of teaching and learning. In addition to the changing roles of engineers and users, the design of curriculum, teaching materials, and teaching strategies will all be shifted to user-centered integrated curriculum (Wolf *et al.* 2011, Chen 2008, 2010, Cheng *et al.* 2011, Kuo 2010, 2011a-b, Kuo and Chen 2012a-b, Lee 2011a-b, Lee 2010a-d, 2011, 2012a-c, Lin *et al.* 2009, Lin *et al.* 2012, Lin 2011, 2012a-d).

The key to success in teaching lies on engineers rather than teaching media. Many people have the misconception that new technology will be more effective than the traditional teaching media, in fact, effective learning is not media itself, but what teaching strategies and teaching methods are used when applying information technology or teaching media (Clark 1994, Lin 2009, 2010, 2011a-b, 2012a-b, Liu 2010, Liu *et al.* 2012, Liu 2009, 2011, 2012a-c, Yeh *et al.* 2008, 2010, 2012, Yu *et al.* 2011a-b, Zhang *et al.* 2011a-d).

Whether it is traditional media, digital media, multimedia, etc., as long as the tool is beneficial for teaching, engineers can integrate any information into teaching and learning activities (Wolf *et al.* 2011, Su *et al.* 2011, Tang *et al.* 2011, Tsai *et al.* 2008, Yang and Chen 2012).

It is believed that the sound and light video in information technology can draw attention and

stimulate learning motivation of users through animation and other features, and materials are easily updated over the network to promote independent learning and skills in information for users via technology (Shen 2008, Tsai and Chen 2010, 2011a-b, Tseng *et al.* 2012a-d, Yang *et al.* 2008a-b).

3. Information model

3.1 The meaning of information literacy

Literacy can be divided into two categories, where one is the traditional meaning of the so-called literacy; in other words, individuals with reading, writing and arithmetic ability to adapt to life. The other is functional literacy, referring to as an individual with a certain skills, and according to their own set of goals to conform to at home, work, community, and social life of role-playing (Huang, 2003). Simply put, information literacy is the ability to adapt to the information society. International scholars (McClure 1994) suggest that information literacy is integrated by the following four qualities:

1. Traditional literacy: the ability of reading, writing and arithmetic. 2. Media literacy: the ability of understanding printed form of non-text media, the interpretation, evaluation, analysis, production, and evaluation. 3. Computer literacy: the ability of using computer hardware and software such as word processing, spreadsheet and other tools to handle the file data capabilities. 4. Network literacy: the ability of understanding the functions of Networking, application network resources, retrieving, processing, using and evaluating Internet resources.

3.2 The information literacy of engineers

Ho and Lan (2000) believed that based on information technology applied in the classroom, engineers should obtain the information literacy both in operation and demonstration of teaching integration. In the aspect of operational demonstration, engineers must familiarize with the operations of school hardware devices (such as network, PC, digital TV, single-gun projectors, video systems, etc.), the integration of multimedia computer applications, the type and suitable condition of network and software resources available at schools, and to fully understand the meaning of teaching, in order to use free software resources for the most appropriate hardware at present with the most appropriate teaching and learning processes and thereby to receive the best teaching results. In the integration of teaching, engineers must be equipped with the operation and demonstration of information literacy, yet familiarize with the basic application software used (especially in the open software such as word processing, spreadsheet, presentation systems, etc.), and the need for learning strategies and full understanding of teaching content, thereby to design the integration of IT teaching and learning strategies.

There are three basic qualities and ten indicators established by Ministry of Business management for engineers with regards to information literacy, namely (1) Literacy of professional knowledge and information programs: to understand the network etiquette, to respect intellectual property rights, to understand the importance of information security, and to understand the computer as a teaching tool for general. (2) Operation literacy of software packages and application software: to use the computer-aided teaching software and network resources, to manage and process user data system, and to operate the system and related applications. (3) Literacy of application of online

teaching for subjects: to use network resources for individual teaching activities, to use network resources in participated interactive teaching, and to use the Internet resources to distance teaching and activities (Information literacy of Ministry of Education 2000).

4. Combined TAM and TPB model

Taylor and Todd (1995) believed in applying TAM in predicting technology acceptance of user's behavior intention for use of new technology and actual behavior. Although a large number of empirical studies support this theory, the other two factors have not been confirmed by studies so to display the significant effects of factors - social factors and control factors in the model. These two factors are referred to as the TPB variables in theory of planned behavior. Therefore, Taylor and Todd (1995) attempted to combine the technology acceptance model and theory of planned behavior by adding the two variables, the subjective norms and perceived behavioral control, into the new model, in addition to proposing combination of Planned Behavior Theory and Technology Acceptance Model (Combined TAM and TPB, C-TAM-TPB).

According to the empirical findings, the C-TAM-TPB model explains the behavior of users for use of new technology with a high fitness. In addition, Pavlou and Fygenson (2006) applied the theory to predict e-commerce adoption behavior, and the studies have shown self-efficacy through PBC. This study adds a self-efficacy factor before the PBC factor to the use of IT for viewing whether if the PBC is related.

In this study, C-TAM-TPB (Taylor and Todd 1995) is adopted as a theoretical basis. At the same time IT self-efficacy and information literacy are increased as variables in this study. The correlation is showed in Fig. 2 variables.

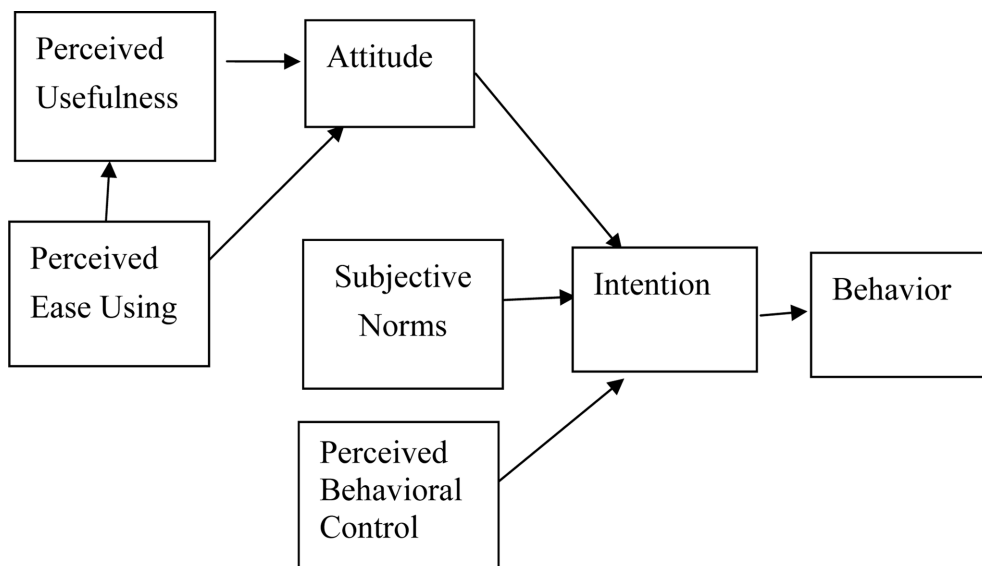


Fig. 1 C-TAM and TPB Model (Taylor and Todd 1995)

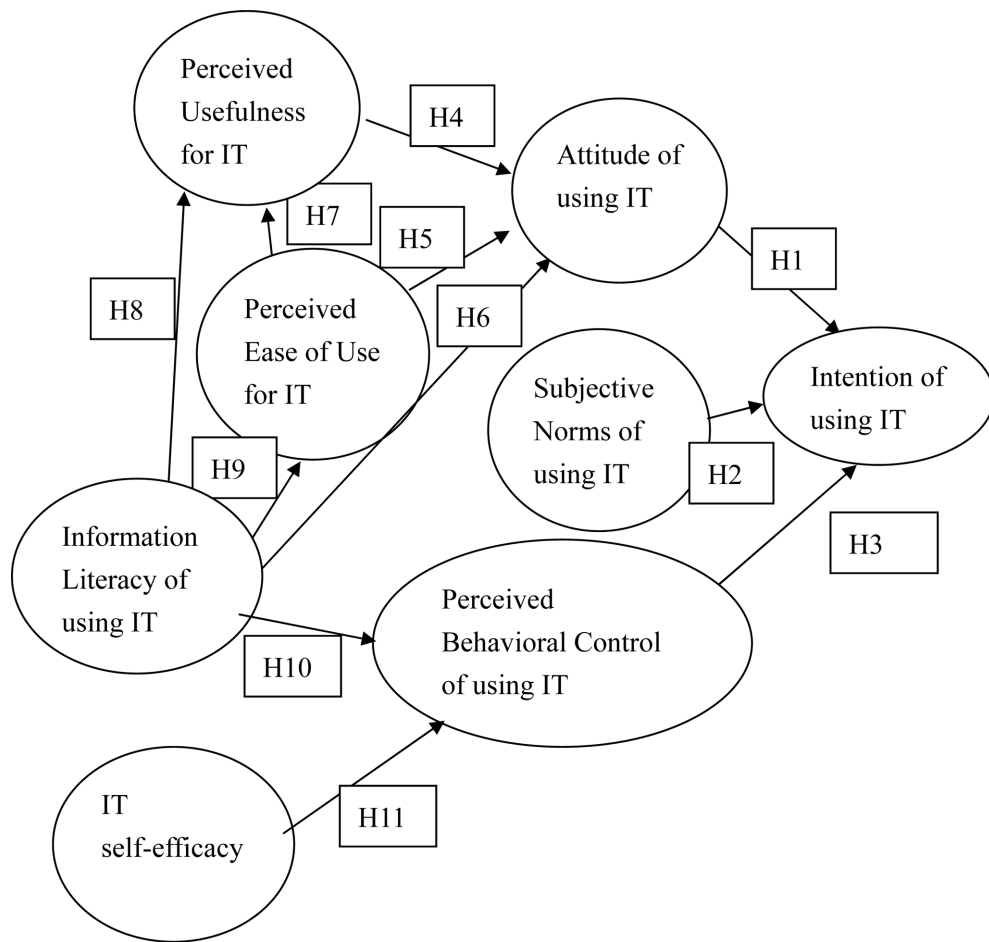


Fig. 2 Research model

Eleven paths can be founded in Fig. 2. This study has developed hypothesis H1-11, and described in the follows:

- H1** User attitude toward using IT has a positive effect on behavioral intention.
- H2** Subjective Norms has a positive effect on behavioral intention.
- H3** Perceived Behavioral Control has a positive effect on behavioral intention.
- H4** Perceived usefulness has a positive effect on user attitude toward using IT.
- H5** Perceived ease of use has a positive effect on user attitude toward using IT.
- H6** Information literacy has a positive effect on user attitude toward using IT.
- H7** Perceived ease of use has a positive effect on perceived usefulness.
- H8** Information literacy has a positive effect on perceived usefulness.
- H9** Information literacy has a positive effect on perceived ease of use.
- H10** Information literacy has a positive effect on PBC.
- H11** IT self-efficacy has a positive effect on PBC.

5. Conclusions

In summary, the research model have shown more significance and the model can be established in this study. The future work is to certify the flexible and its useful on educational measurement and pratical application. Since information technology may be integrated in the situation of natural hazards, the model presented in this paper would benefit future study on engineernig dynamics.

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