摘要

　　近年來，愈來愈多的企業導入數位學習科技，期盼能夠提升員工能力與保存組織知識。許多文獻提出關鍵成功因素，希望促使數位學習的成功。然而，取得關鍵成功因素並不能確保成功地導入數位學習。因為組織往往並非不知曉關鍵成功因素，而是又緣於種種因素而無法實行。因此，數位學習失敗，可視為一種組織變革失敗的現象，乃因於組織成員無法改變舊有的學習習慣，來適應新的學習模式。本研究以一個數位學習失敗的個案，來了解組織為何知易行難。也就是說組織為何明知該實行關鍵成功因素卻無法執行之。細部而言，本研究基於 Argyris & Schön (1996) 的雙環學習理論，檢視個案組織中既存的施行理論如何致使數位學習的失敗。而研究結果發現了五種導入數位學習時的組織施行理論，這些施行理論形成了認知與做法的障礙，最終致使數位學習失敗。本研究提醒施行理論的重要性，並提供組織導入數位學習的一個新視角。

關鍵詞：數位學習失敗、組織學習、施行理論、雙環學習

Abstract

　　More and more organizations introduce an e-learning system with an expectation to enhance employee's capacities, as well as to manage organizational knowledge capital. Many critical success factors (CSFs) are suggested to help e-learning implementation. However, research reports that to have CSFs cannot guarantee a successful e-learning implementation. An e-learning project fails because organizations cannot execute the CSFs for some reasons. In organizational learning perspective, an unsuccessful e-learning implementation can be a failure of organizational learning because the organization members cannot alter their old way of learning to the new one. Anchored on an e-learning failure case, this study explores the reason why an organization fails to introduce an e-learning system. Specifically, by Argyris & Schön's (1996) double-loop learning theory, we seek satisfying answers by examining the existing theory-in-use in the organization. Our findings unfolded five theories in-use embedded in e-learning implementation. These theories in-use created barriers in both cognition and action, thus resulted in the failure of the e-learning project. This study highlights the importance of theory in-use, and provides a new perspective and insights to understand e-learning implementation failure.

Keywords: e-learning failure, organizational learning, theory in-use, double-loop learning