

## 摘要

科技意會常被用來解釋科技採納的結果。現有科技意會研究多探討陌生且新穎科技的意會，卻較少說明人們如何意會半新科技。本研究所謂之半新科技，是指科技功能與既有科技有部份重疊之科技創新。由於使用者早為這些科技功能建立穩定的既有意會，這些既有意會將干擾人們理解新科技之路，使得人們無感於它的新。因此，半新科技意會的軌跡不僅是「溫故知新」，甚至需要「革故鼎新」。本研究以科技意會的革故鼎新來說明半新科技的意會調適。以台灣某所大學教授使用數位學習科技的案例，本研究呈現意會延用、意會中斷與意會再生等意會調適歷程，來解讀教授們應用該科技的教學做法。本研究接著討論人們對於半新科技的意會可能受既有科技意會影響，使得人們過度關注其「舊功能」而忽略其「新概念」。最後，我們提出本研究的學術貢獻與實務意涵。

**關鍵詞：**科技意會、意會調適、半新科技、數位學習系統

## Abstract

Sensemaking perspective is usually applied to explain people's reaction to a technology adoption. Most of sensemaking studies concern about how people interpret a new innovation. But these findings may not be appropriate for explaining the process that people make sense to a "semi-new" innovation. An innovation can be semi-new when it shares technology features with existing innovation. To the users, this kind of innovation is not quite new because they have known the technology features well. In this light, users become senseless to the semi-new innovation, and the sensemaking process would be strongly dominated by the existing interpretation. Users may spontaneously apply their existing interpretations to understand the semi-new innovation, and use it as the way they usually do. Therefore, instead of tuning existing sensemaking, the sensemaking toward semi-new innovation might involve a process of unlearn and relearn.

This study described the sensemaking adaptation process of a semi-new technology. By analyzing how university faculty used an e-learning technology in a national university located in the middle Taiwan, our findings presented three periods of sensemaking adaptation which involved with unlearn and relearn. The findings showed, the faculty initially understood the e-learning technology by their existing sense on the particular technology features, and used these technology features as what they usually did. However, the consequences of technology use were far from their expectation. After that, the faculty made sense of the technology along with their interpretations of being an educator, and then generated five distinct interpretations on the technology. By this case, we highlighted that the existing sensemaking might impede the interpretation on semi-new innovation by making people pay attention to the "old technology features" without noticing the "new concept" of the semi-new innovation. Finally, the contributions to academy and practice were also discussed.

**Keywords:** sensemaking, sensemaking adaptation, semi-new innovation, e-learning system