

研究論文

# 台灣民眾網絡素養調查： 網絡素養、網絡經驗及生活滿意度關係之 綜合探討

林淑芳

## 摘要

本研究探討網絡素養相關概念，並分析網絡技巧與網絡應用素養對網絡風險、網絡風險應對、網絡使用愉悅感，及生活滿意度的影響。資料使用國科會 2013 年台灣傳播調查資料庫全國調查數據。研究結果發現，網絡技巧可增進理解、批判等應用素養能力，且網絡應用素養能力可幫助提升網絡使用愉悅感及生活滿意度。本研究結果可以幫助學界釐清網絡技巧與網絡應用素養間的關係，並提供未來網絡素養教育的思考方向。

關鍵詞：網絡素養、網絡風險、網絡風險應對、網絡使用愉悅感、生活滿意度

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Research Article

## **Internet Literacy in Taiwan: The Relationship between Internet Literacy, Internet Experience, and Life Satisfaction**

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### **Abstract**

This study attempts to explicate the concept of Internet literacy and examines the relationship between various variables, including Internet literacy, Internet risk, risk coping, Internet enjoyment, and life satisfaction. A model of Internet literacy was proposed in the study. Data came from the 2013 Taiwan Communication National Survey Database, which consists of various topics on Internet usage and behaviors among Taiwanese adults.

The results of the study show that younger generations do have higher Internet skills as expected, but there is no significant age difference in online information literacy (e.g., tool literacy, critical literacy, and social-structural literacy). The study also finds no gender gap in Internet skills and online information literacy. In addition, Internet skill predicts online information literacy. Both online usage frequency and education increase levels of Internet skills and online information literacy. The results of the study also demonstrate that those who have higher online information literacy have higher levels of Internet enjoyment and life satisfaction. Most people encountered Internet risks when using the Internet; in fact, 7.9% of the Internet users reported that they frequently experience cyberbullying or online harassment. Those who have

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higher Internet skills experience higher Internet risks, but they cope with those risks in a safer and more proactive manner. For example, they use a fake online ID, provide incomplete information, go to other websites that do not require personal information, ask someone for advice regarding what to do, or install a spam filter. On the other hand, those who have lower levels of critical literacy and social-structural literacy tended to stay in the risky online environment. The implications for education practice and future research on Internet literacy and media use are discussed.

**Keywords:** Internet literacy, Internet risk, risk coping, Internet enjoyment, life satisfaction

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