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Abstract
The development of information technology has brought the extreme change for the teaching process. More and more technologies such as computer software, hardware and communication networks were adopted in the classroom or at home. On the other hand, if instructors persistently pursuit the application of hi-tech in class and disregard its suitability to the curriculum contents, then it would cause both instructors and learners much troubles. This is a very important concern when introducing digital technology to assist classroom teaching.

Most of the studies regarding internet teaching system mainly focus on hardware construction and software content, but it's few practical topics relate to both learners' and the instructors' cognition, acceptance, satisfaction to these new technologies.

The purpose of this study is to investigate the current status of digital technology integrating into the classroom learning. The results of this study will provide instructors helpful assistance to enhance their teaching achievement. In this study, the case college using an existing internet teaching platform called Blackboard System. All instructors are required to upload their curriculum handouts, homework and other related information to the platform. First, the Technology Acceptance Model (TAM) is used to evaluate learners' cognition and acceptance to the internet teaching platform. This measurement provides practical understanding about learners' opinions and usage status. Then, the instructors' satisfaction to the internet teaching system is also evaluated. The findings can provide not only as a reference for instructors to plan their future teaching materials but also suggestions for the college administration for holding instructor's trainings and setting up related management regulations.
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