

# Contents

<i>Abbreviations</i>	ix
<b>Introduction</b>	1
<b>1 Cultural studies</b>	5
1.1 <i>A brief history</i>	5
1.2 <i>Signs and mediation</i>	9
1.3 <i>Meanings of technology</i>	13
1.4 <i>Cyborgs</i>	17
1.5 <i>Conclusion</i>	20
1.6 <i>References</i>	20
<b>2 Technology acceptance studies</b>	23
2.1 <i>TAM and its developments</i>	23
2.2 <i>Other models</i>	30
2.3 <i>Conclusion</i>	34
2.4 <i>References</i>	35
<b>3 Renegotiating research beliefs</b>	39
3.1 <i>Theoretical beliefs</i>	39
3.2 <i>Methodological beliefs</i>	49
3.3 <i>Conclusion</i>	54
3.4 <i>References</i>	55
<b>4 Mixing methods</b>	59
4.1 <i>The quantitative way</i>	59
4.2 <i>The qualitative way</i>	62
4.3 <i>Doing mixed methods</i>	66
4.4 <i>Conclusion</i>	74
4.5 <i>References</i>	74

<b>5</b>	<b>Technology in UK education culture</b>	<b>79</b>
5.1	<i>A context of change</i>	79
5.2	<i>Why exams matter</i>	81
5.3	<i>The issue of performance and observation</i>	83
5.4	<i>Never enough time</i>	87
5.5	<i>What about pedagogy?</i>	90
5.6	<i>That human element</i>	91
5.7	<i>Meanings of technology acceptance</i>	93
5.8	<i>Conclusion</i>	94
5.9	<i>References</i>	95
<b>6</b>	<b>Conclusions</b>	<b>97</b>
6.1	<i>Implications for education</i>	97
6.2	<i>A future for technology acceptance research</i>	99
6.3	<i>Final summary</i>	103
6.4	<i>References</i>	104
	<i>Index</i>	<b>105</b>