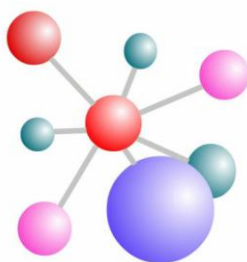


**Inglês**



**Ciências Humanas e Sociais**

## Instruções

<b>1</b>	Confira se os dados contidos na parte inferior desta capa estão corretos e, em seguida, assine no espaço reservado para isso. Se, em qualquer outro local deste Caderno, você assinar, rubricar, escrever mensagem, etc., será excluído do Exame.
<b>2</b>	Este Caderno contém 5 questões discursivas referentes à Prova da Língua Estrangeira escolhida pelo candidato. Não destaque nenhuma folha.
<b>3</b>	Se o Caderno estiver incompleto ou contiver imperfeição gráfica que impeça a leitura, solicite imediatamente ao Fiscal que o substitua.
<b>4</b>	Será avaliado apenas o que estiver escrito no espaço reservado para cada resposta, razão por que os rascunhos não serão considerados.
<b>5</b>	Escreva de modo legível, pois dúvida gerada por grafia, sinal ou rasura implicará redução de pontos.
<b>6</b>	Só será permitido o uso de dicionário INGLÊS/INGLÊS.
<b>7</b>	A Comperve recomenda o uso de caneta esferográfica, confeccionada em material transparente, de tinta preta. Em nenhuma hipótese se avaliará resposta escrita com grafite.
<b>8</b>	Utilize para rascunhos, o verso de cada página deste Caderno.
<b>9</b>	Você dispõe de, no máximo, três horas, para responder as 5 questões que constituem a Prova.
<b>10</b>	Antes de retirar-se definitivamente da sala, devolva ao Fiscal este Caderno.

**Assinatura do Candidato:** \_\_\_\_\_

**As questões de 01 a 05, cujas respostas deverão ser redigidas EM PORTUGUÊS, referem-se ao texto abaixo.**

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### **Roles of perceived fit and perceived individual learning support in students' weblogs continuance usage intention**

*Princely Ifinedo*

Information and communication technologies (ICT) in general, and collaborative technologies in particular, are useful resources for improving teaching and learning in the higher education sector. This study focuses attention on weblogs. Blogging in higher educational contexts offers several benefits. For example, studies have shown that students can improve their reflective learning and thinking through blog use (Williams & Jacobs, 2004; Yang, 2009; Sun, 2010; Mansouria & Piki, 2016). In general, students' use of blogs encourages interaction (Deng & Yuen, 2013), collaboration (Ellison & Wu, 2008; Shim & Guo, 2009; Mansouria & Piki, 2016; Zhang, Song, Shen, & Huang, 2014) and cooperation (Zhang et al., 2014). A study showed that instructors have been able to improve learning environments by taking note of issues raised in students' blog conversations (Paulus, Payne, & Jahns, 2009). In short, teaching effectiveness is improved by blog use (Lai & Chen, 2011; Ifinedo & Usoro, 2016).

In spite of the advantages of blog use in teaching and learning, there are barriers to the adoption and continued usage intention of such technologies in the higher education sector. For example, some individuals may be afraid of using new ICT for learning (Black, 2007; Luik & Taimalu, 2016). Personal and individual characteristics have been found to be critically important in encouraging student engagement in blogging (Deng & Yuen, 2013). Some researchers have noted that bloggers' desire to continue blogging may be short-lived. In citing Gurzick and Lutters (2006), Lu and Lee (2012, p. 1081) commented that "although many blogs survive more than one year, there are still lots of blogs discarded within a few days of being established."

Little research has been done on students' continuance intention weblogs use for learning purposes. Studies focusing on initial adoption of such tools abound (e.g., Kaplan, Piskin, & Bol, 2010; Deng & Yuen, 2011; Mansouria & Piki, 2016). Besides, although research has examined students' adoption of weblogs in a variety of undergraduate level courses, including chemistry (Benedict & Pence, 2012), education (Coutinho, 2007; Mansouria & Piki, 2016), marketing (Kaplan et al., 2010), foreign languages (Castaneda et al., 2011; Al Waely & Aburezeq, 2013; Zhang et al., 2014), and so forth (Deng & Yuen, 2011), not much is known about the undergraduate students' adoption and continued intention to use blogs in management information systems (MIS) classes. MIS was chosen for this study mainly for illustrative purposes and to complement and diversify insights on students' use of weblogs at the undergraduate level.

Students may not accept a newly introduced technology in their learning environment if they perceived the tool to be inconsistent with the way they learn (McGill & Hobbs, 2008; Lai et al., 2012). Therefore, for students using weblogs to learn in an MIS course, the following hypotheses were proposed: perceived fit has a positive effect on perceived usefulness of weblogs; perceived fit has a positive effect on confirmation of expectations of using weblogs; satisfaction has a positive effect on weblogs' continuance usage intention; perceived usefulness has a positive effect on weblogs' continuance usage intention.

It is worth pointing out that this study found students' satisfaction with weblog use to be the strongest predictor of continuance usage intention followed by perceived usefulness. Other weblog studies revealed a similar result (e.g., Chen et al., 2015; Tang et al., 2014); however, studies of other ICT-enabled learning technologies found perceived usefulness to be strongest predictor of students' intention to continue using this technology (e.g., Limayem & Cheung, 2008). Furthermore, some other studies revealed that student satisfaction was unrelated to their intention to continue using e-learning technology. Information similar to that noted herein can be beneficial for future inquires in the area.

This study lends credence to previous work that showed that factors such as perceived fit, perceived individual learning support, perceived usefulness, and satisfaction have positive effects on students' continuance usage intention in ICT-supported learning environments. This current endeavor opens up an opportunity for theory development in the area of continuance usage intention of technologies in higher educational contexts. Other researchers can expand this study's research model by incorporating other intrinsic motivational and affective factors (e.g., perceived self-efficacy, perceived playfulness, affect, and anxiety) to deepen understanding.

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**Questão 1**

Pesquisas teóricas ou empíricas buscam preencher lacunas deixadas por pesquisas anteriores. Discorra sobre as lacunas de pesquisa que levaram os autores a desenvolver este estudo.

Espaço para Resposta

**Questão 2**

Discorra sobre as vantagens e as barreiras do uso de blogs na educação superior, segundo os estudos apresentados pelo autor.

Espaço para Resposta

### Questão 3

Pensando, portanto, nas vantagens do uso de blogs no ensino superior e nas lacunas de pesquisa existentes, o autor conduz uma pesquisa a partir de algumas hipóteses. Apresente-as.

Espaço para Resposta

### Questão 4

Com base nos resultados da pesquisa do autor, apresente quais hipóteses foram confirmadas e explique como esses resultados se diferem de pesquisa já realizadas.

Espaço para Resposta

