

# The Influence of E-tutoring Program on the Students in the Remote Areas: A Case Study in Penghu

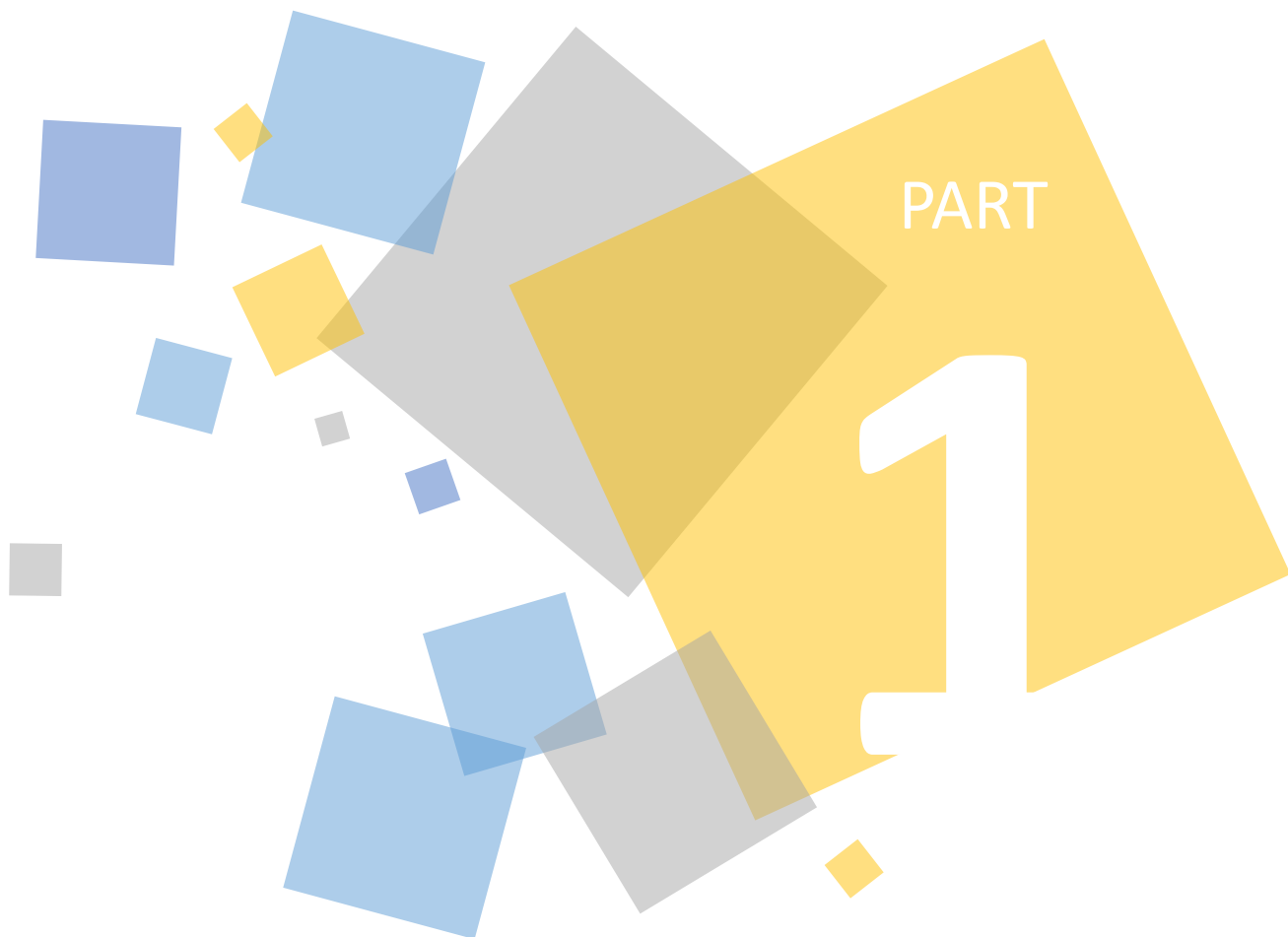
數位學伴對於偏鄉學生之影響（以澎湖為例）

- GROUP 5
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- 3 Methodology
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# Introduction

# Background

E-learning will not be limited by time and space also differ from traditional learning.

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In order to balance the educational gap, Ministry of Education promotes "E-tutoring program" in 2006.

3

The e-tutoring program has been executed in Penghu since 2016.



# Purpose of the study

- Influence---before, during, and after participating in E-tutoring program
- Satisfaction degree of students

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- Researchers
  - Students (participants)
  - Teachers (program directors)

## Significance

# Research Questions

What is the participants' reception after the E-tutoring program?

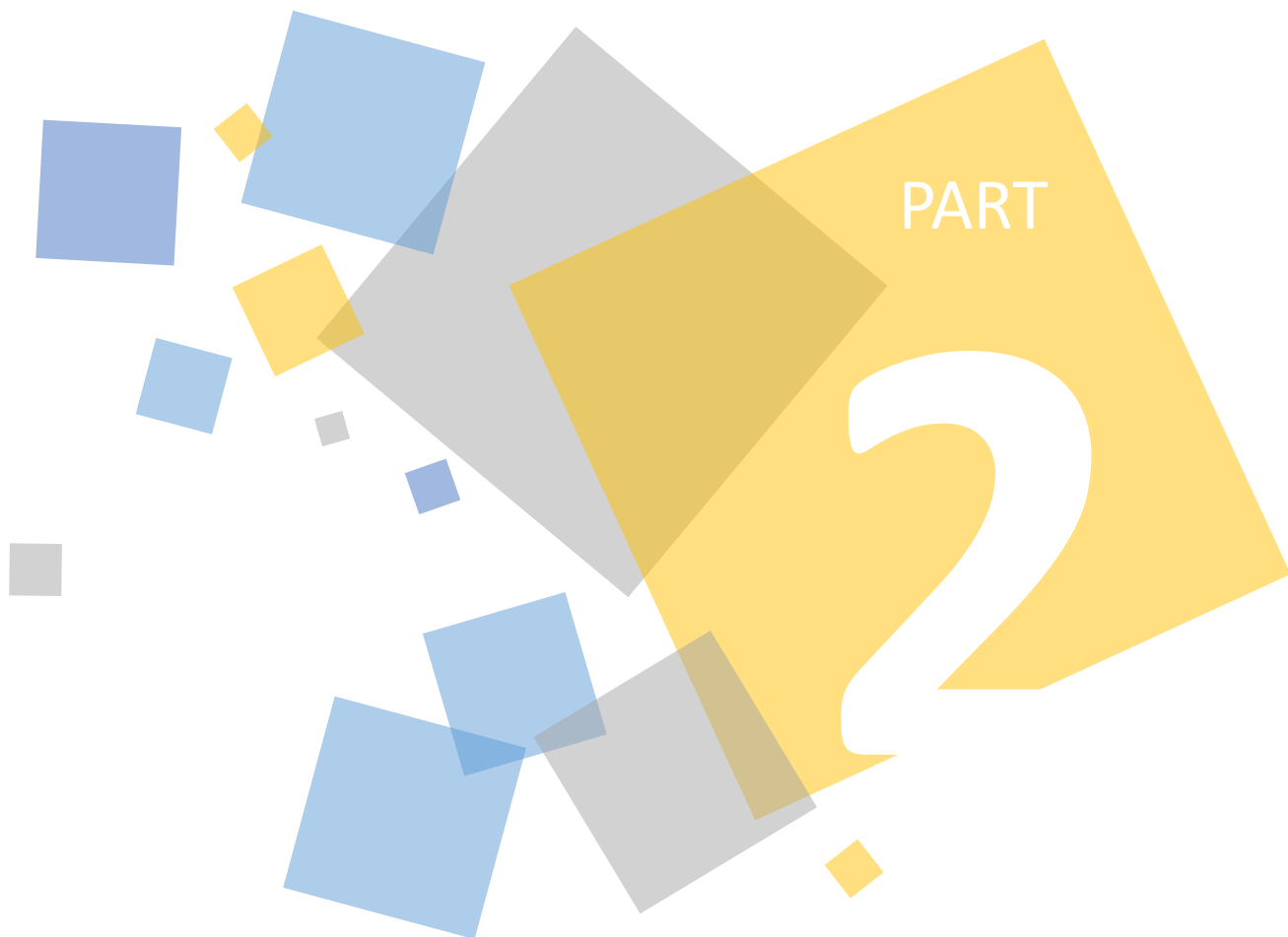
1

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What is the attitude of the participants toward the hardware equipment?

What is the satisfaction degree of the participants toward the E-tutoring program afterward?

3



# Literature Review

# Literature Review

Because of the small amount of funds allocated to the schools in rural areas, there may be a shortage or aging of equipment. (Anil & Jayakumar, 2018)

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Teachers at rural schools, who may have the phenomenon of aging, might be maladjusted to or reject new technology. (Parkes & Fletcher, 2015)

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# Literature Review

The unsteady financial situation may results in less opportunities or participation in extracurricular activities and online learning. (Scarpin, 2018)

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The weakness of online learning system is concerning the lack of interaction with people. (Liu & Lin, 2015)

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# Methodology

# Overview

1

The participants selection

2

The questionnaires and interview questions

3

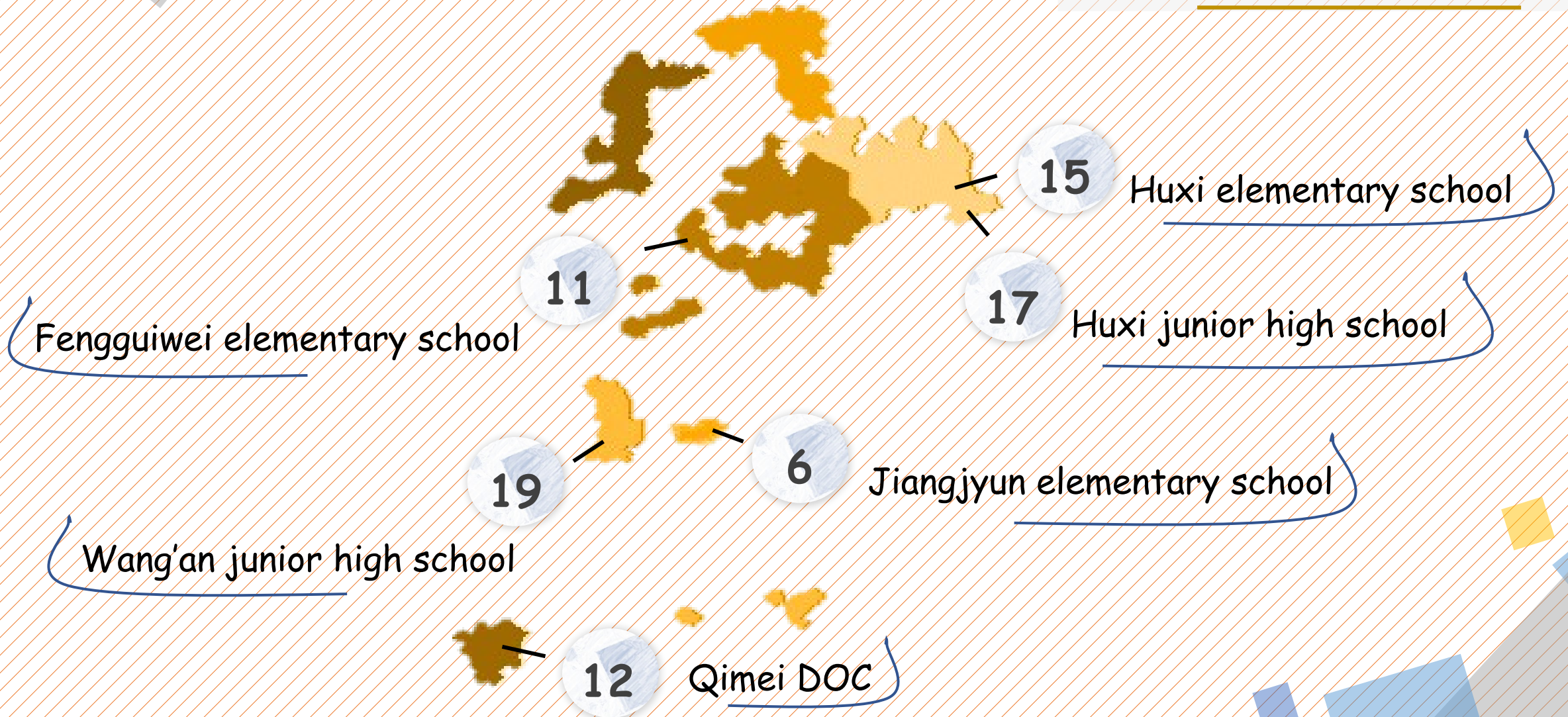
The procedures of administering the study and collecting the data needed

4

The use of quantitative and qualitative methods for data analysis.

# Participants

Total of 80 participants



# Instruments

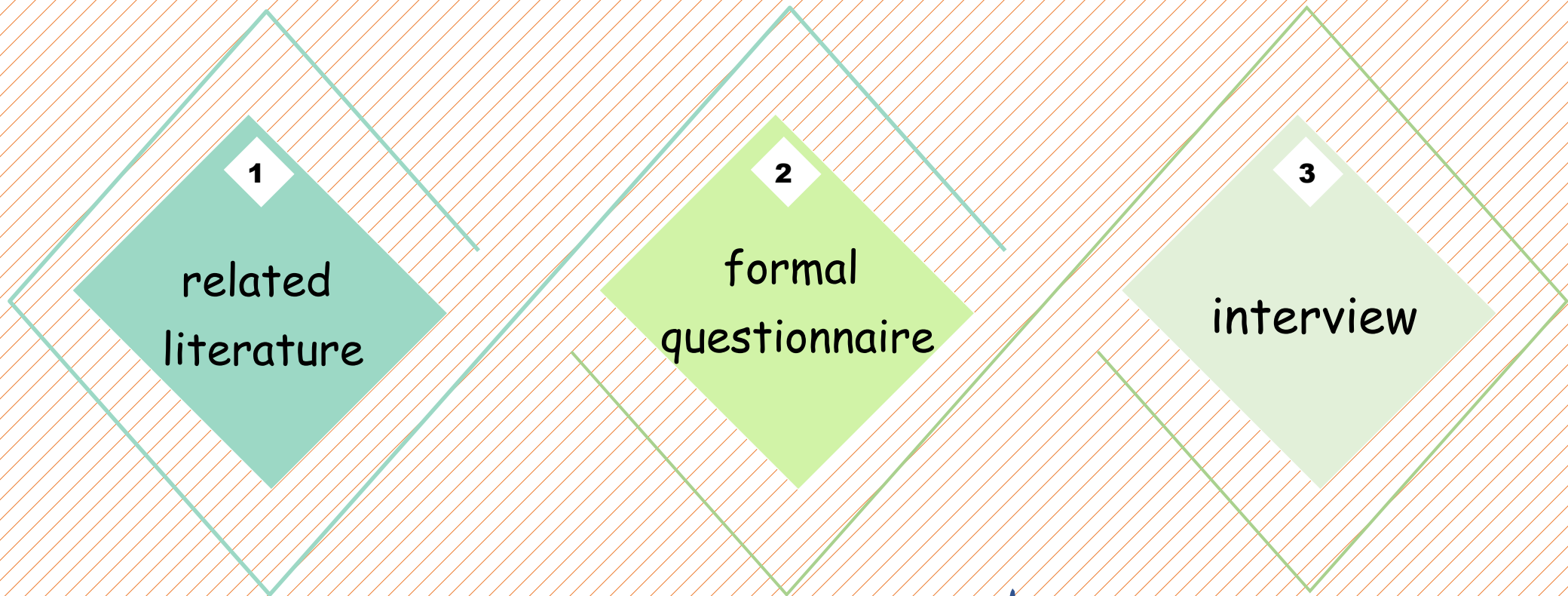
## Questionnaire

- participants' reception
- attitude
- satisfaction

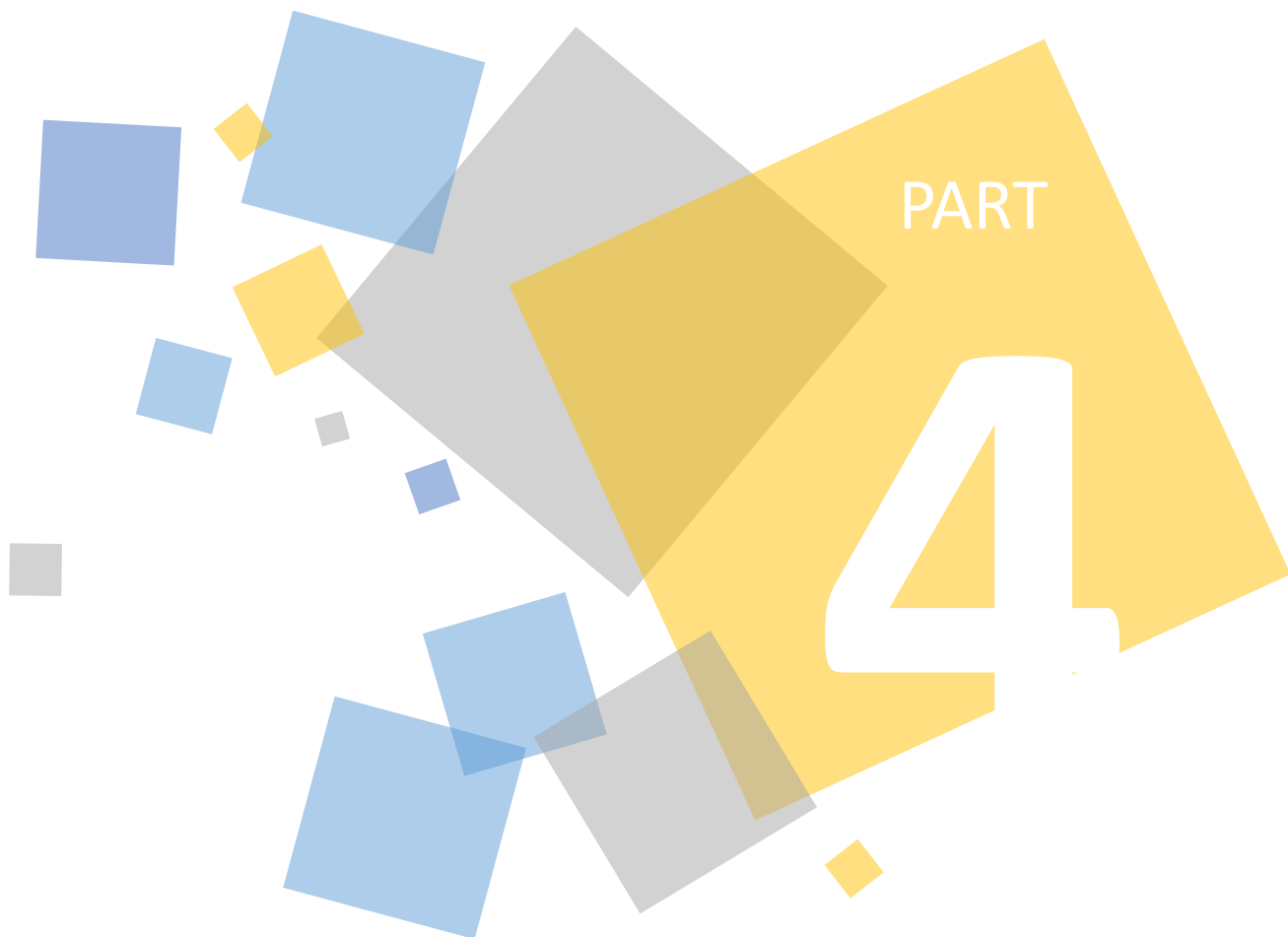
## Interview

- project investigator
- project assistant
- e-tutors

# Study Procedure



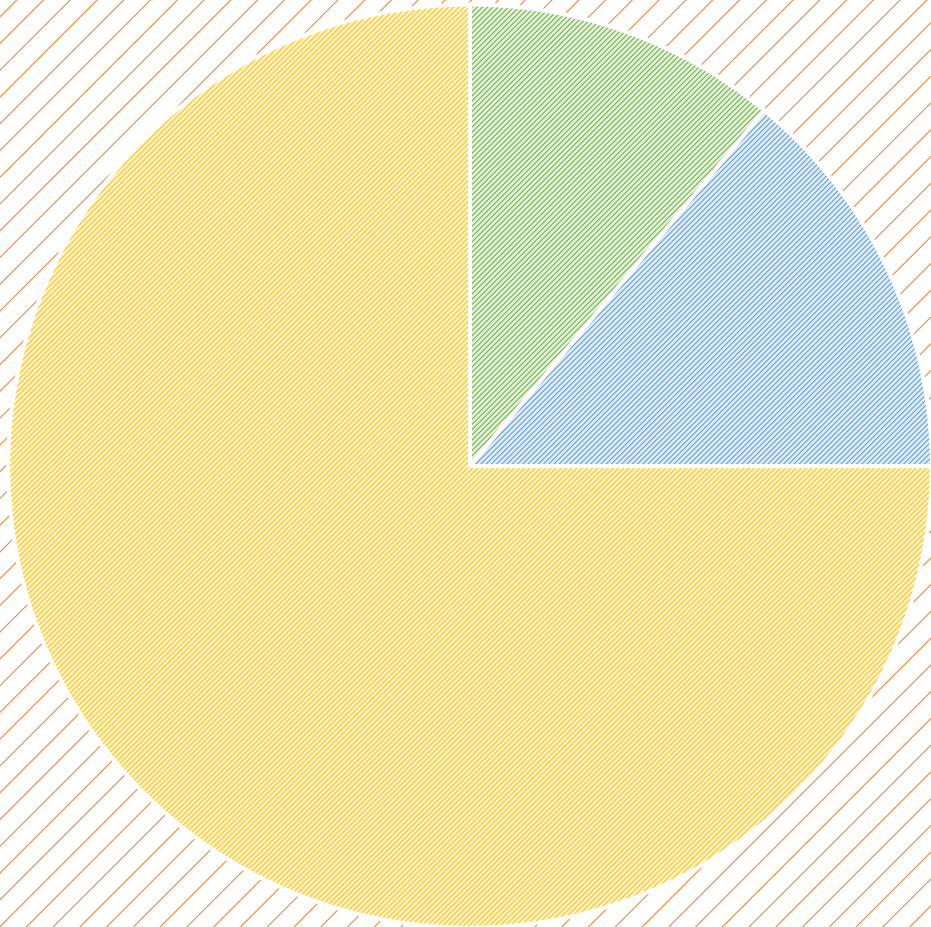
65 valid questionnaires



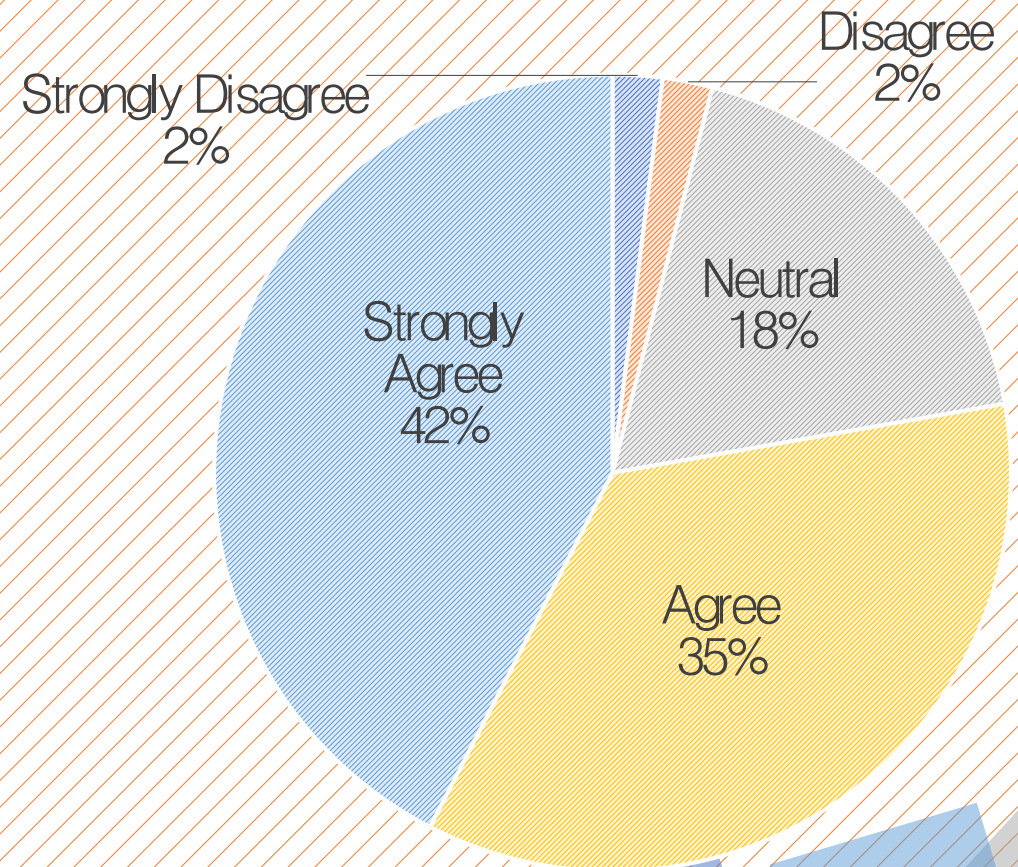
# Results

# "The participants' reception after the E-tutoring program"

What role did you want the E-tutor to play?



Is it fun about this program?





# Result –

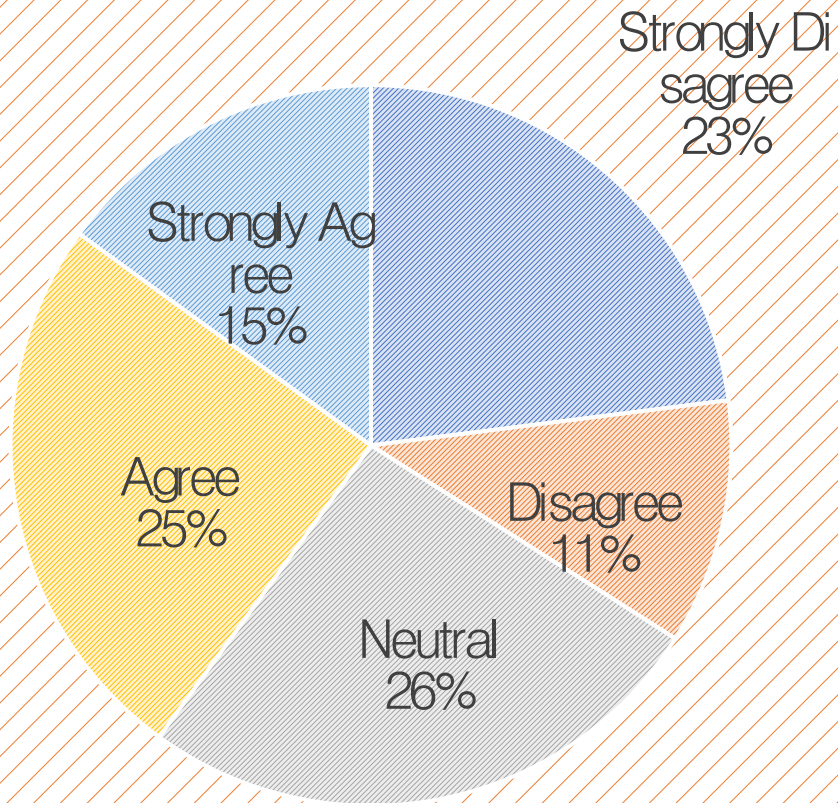
“The participants’ reception after the E-tutoring program”

The e-tutees have sibling-like attachment to the e-tutors.

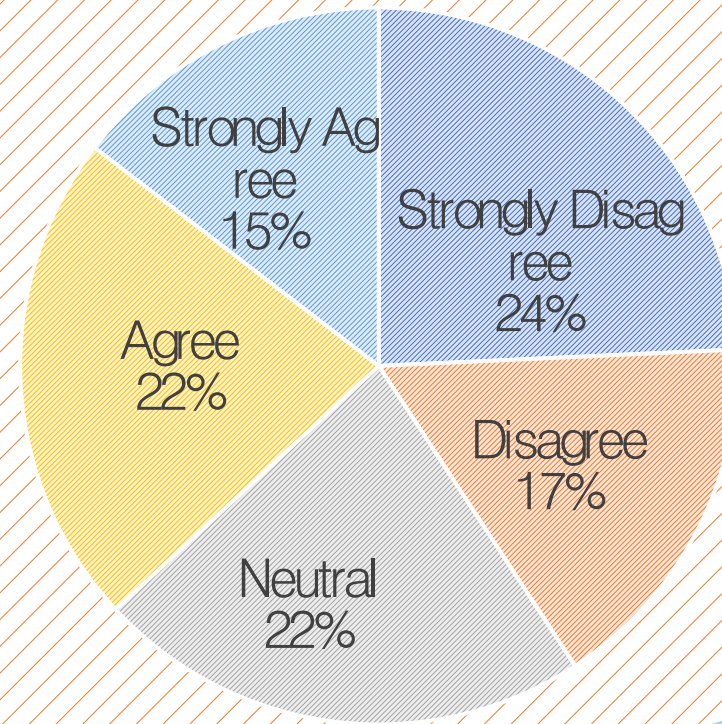


## "The attitude of the participants towards the hardware equipment"

Did the computer often crash when the e-tutor was teaching?

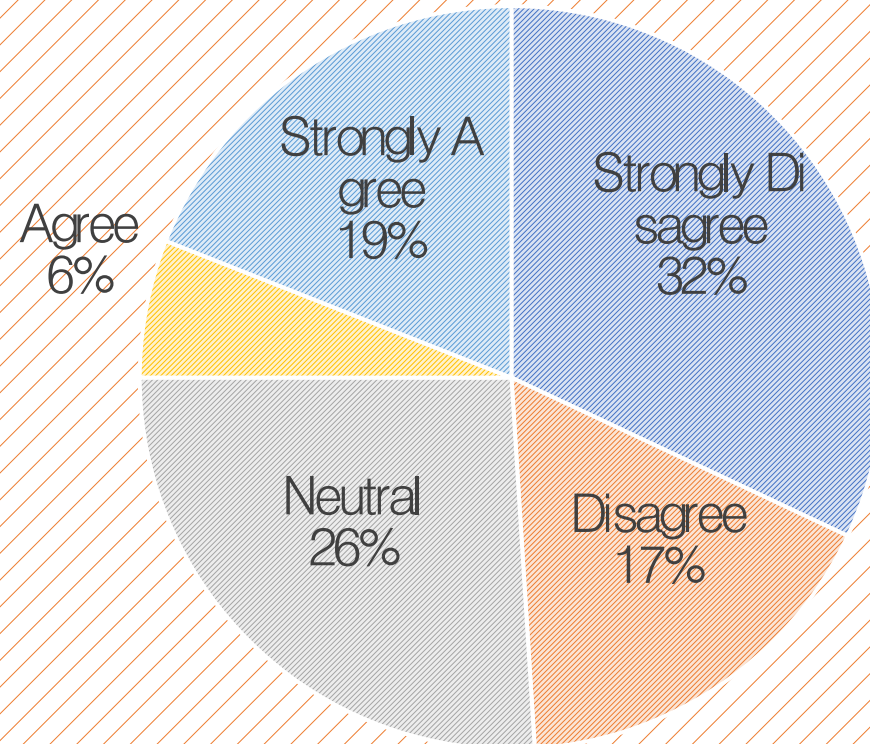


Will the sound often not be heard?



## "The attitude of the participants towards the hardware equipment"

Did equipment problems affect your mood when you during the class?



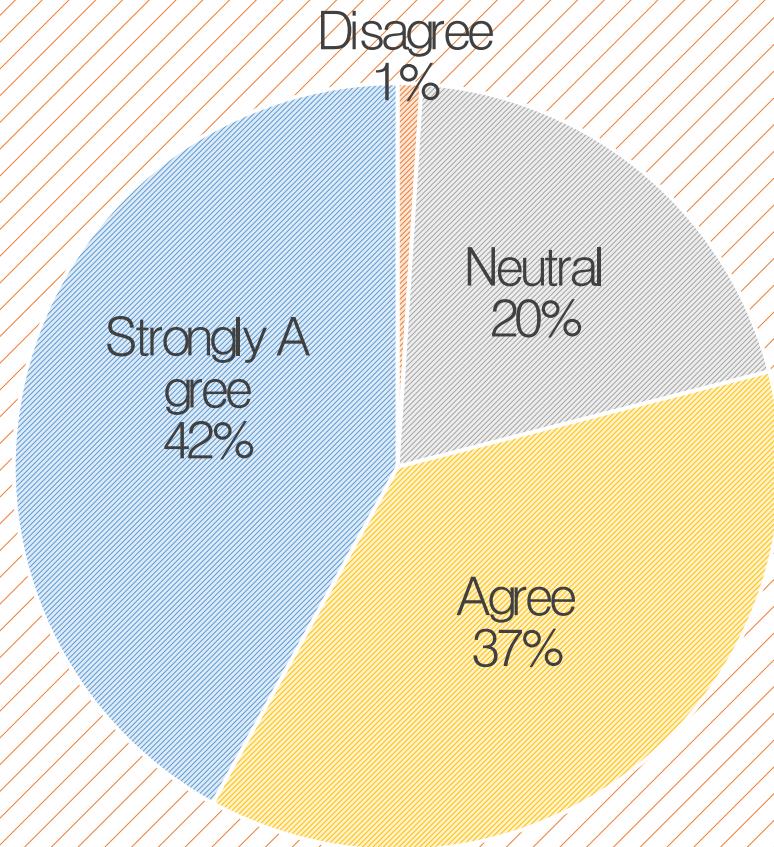
# Result –

**“The attitude of the participants towards the hardware equipment”**

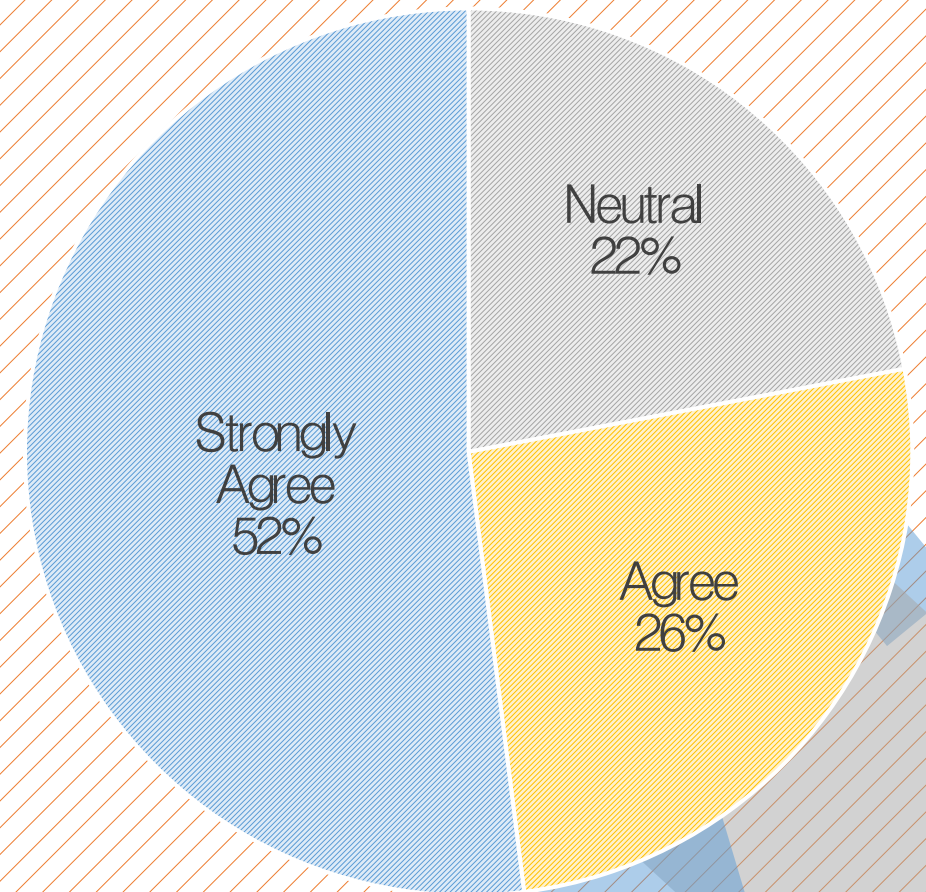
Only one-fourth of e-tutees felt disturbed about the part of the hardware equipment.

**“The satisfaction degree of the participants toward the E-tutoring program afterward”**

**Did you think E-learning was helpful in your coursework?**



**Did you like your tutor?**



# Result –

“The satisfaction degree of the participants toward the E-tutoring program afterward”

Nearly 90% of the e-tutees are willing to participate in this program again.



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**Conclusion**

# Conclusion



motivating the  
potential

improving  
communication

cultivating  
perseverance

dealing  
with  
problems

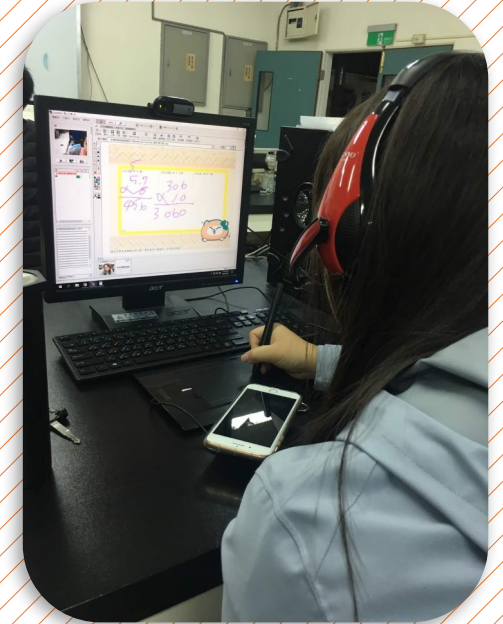
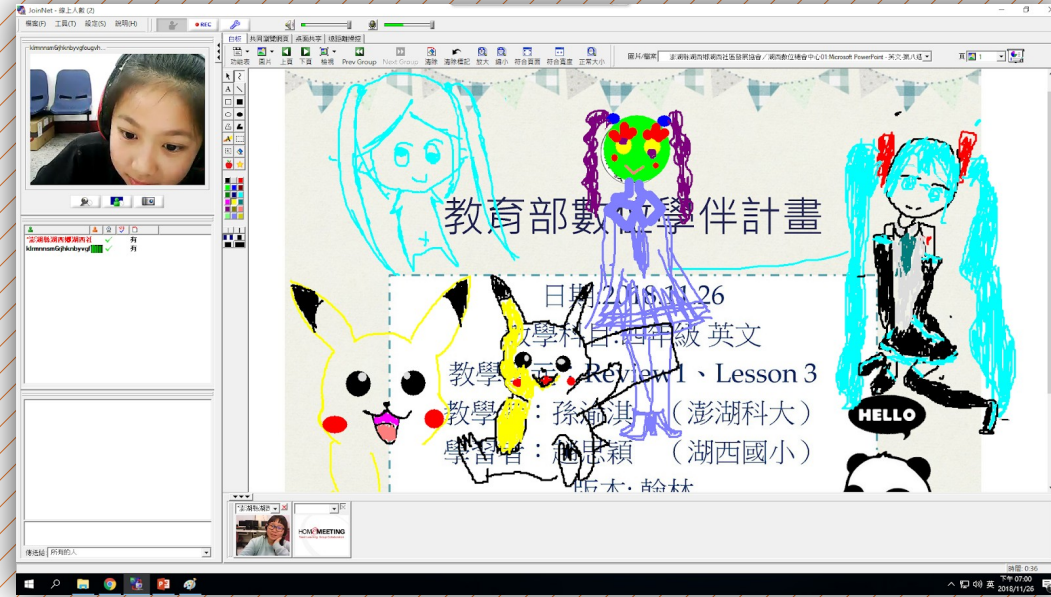




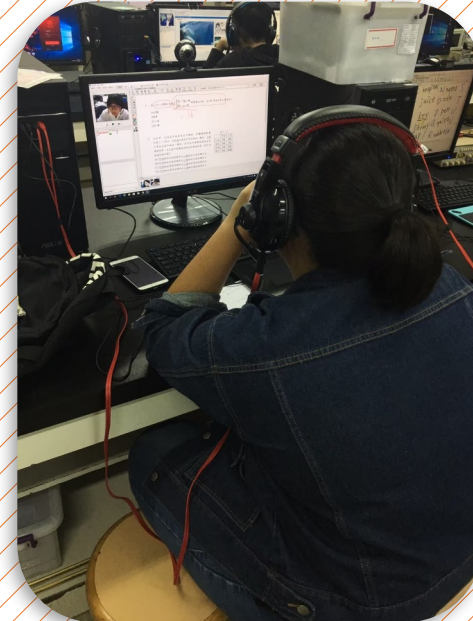
Emma



Mandy



Vicky



Joyce

# Activities





**THANK YOU**

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&

A