

國立澎湖科技大學應用外語系

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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

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摘要

我們的研究目的是調查數位學伴計劃對於澎湖偏鄉學生的影響。在澎湖，城市與鄉村學生之間的城鄉差距已逐漸擴大。然而，由於網路技術的普及，上述兩個群體在獲取知識資源的難易度方面可能是有史以來最平等的時候。儘管網路上的資源是廣大無邊的，但資源完全沒有指導或學習方向的話，對於中小學生來說，這些寶貴的教育資源幾乎等於不存在或幾乎沒有用。

教育部從 2006 年到至今一直倡導“數位學伴計劃”，該計劃的目的是陪伴中小學生成長與學習，而我們使用了兩種方法進行專題研究，分別是問卷調查和訪談，問卷調查是在 108 年學年度的第二學期中進行，共有 80 名在澎湖地區的中小學學生參與此項問卷調查。

本研究透過問卷調查及訪談，從中得知小學伴對於大學伴的依賴性較高，有著類似兄弟姐妹的交流，這是數位學伴的獨特優勢之一；而我們也從問卷中發現有四分之一的小學伴會因為設備問題感到困擾，並且得知有將近 90% 的小學伴會願意再次參加數位學伴這項計劃。

關鍵詞：數位教學、數位學習、遠距教學、偏鄉地區、教育部、澎湖、一對一、滿意度

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

Abstract

Our purpose of the study is to investigate the influence that e-tutoring program on the students in Penghu. The gap of achievement between urban and rural area students has been dramatically widened in Penghu. However, because of the popularity of Internet communication technology, for both of the aforesaid groups, access to knowledge resources may be as equal as it has ever been. Although the resources on the Internet are enormous, without guidance or instruction, these invaluable educational assets, are almost non-existent or of little use to elementary and middle school students.

The Ministry of Education (MOE) advocated "E-tutoring program" from 2006 till now. The aim of the program is to cultivate learning and company for primary and secondary school students. We use two kinds of instruments to investigate our study, they are questionnaire and interview. The total of 80 participants study in the elementary and junior high school in Penghu area in the second semester of the 108th school year.

We through questionnaires and interviews to know that e-tutees have high dependence on e-tutors and have sibling-like attachment to the e-tutors. This is one of the unique advantages of E-tutoring program. We also found that one-fourth of e-tutees felt disturbed about equipment problems and nearly 90% of e-tutees are willing to participate in the E-tutoring program again.

Keywords: E-tutoring, E-learning, Distance education, remote area, MOE, Penghu, one-on-one, satisfaction

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Introduction

Background

Technology is widely used in life, not only making life more convenient, but also creating more possibilities for learning. Via network to build a variety of modes of e-learning and e-learning also differ from traditional learning, it will not limit by time and space, it gives more space for learning and also expand the chance of learning. The participants of e-learning are often more willing to try things out in a dynamic way than they would be face-to-face, which means that e-learning can be more fun and also proceed the motivation of participants (Salmon, 2013).

In this era of rapid development, the gap between urban and rural areas is widening. It is difficult for remote areas to meet the same educational standards as more densely populated areas. The possibility of offering additional supplementary or advanced courses in remote schools is much lower than that in urban areas. Their students are also relatively less exposed to cultural and knowledge stimuli. It is possible for students in remote areas to enjoy the same advantages as their peers in urban areas. In order to balance the educational gap that is caused by the urban-rural gap, Ministry of Education promote “E-tutoring program”, the purpose is to learn and companion the rural students who are lack of resources. e-tutoring is a feasible opportunity and way, which is expected to fill the gap of primary and secondary school students in remote areas. Penghu area started E-tutoring program in 2016, and the learning resources are less than the mainland of Taiwan by comparison. Therefore, this program is a rare opportunity for primary and secondary school students in Penghu.

The program recruit college students to be the e-tutors with rural students. Teaching method is one-on-one at fixed time twice a week. College students connect with rural students instantly through the online interactive platform “JoinNet”. Convey knowledge and care every time by online accompany and

learning. According to the learning level of the children, adjust teaching method and progress to improve learning interest of learning partners, to motivate the interest of students, e-tutors should build a partnership with each other first (Shuai, Chou ,2013) and then achieve the goal of "Life accompany life, life teach life." The popularity of technology unlocks more possibilities for teaching.

Purpose of the study

Our purpose of the study is to investigate the influence that e-tutoring program on the students in Penghu.

Three sections of this research, first is before participating in E-tutoring program, which examines the attitude and learning motivation of students; the second is during the time of e-tutoring program, explore whether the learning interest has been improved; the third is dissect the satisfaction degree of students about equips, teaching materials, ways of giving lesson and interact with the e-tutor.

Significance

Currently, there are many research that related to E-tutoring program on the mainland of Taiwan; however, there is very little of the research that related to e-tutoring program about Penghu area; therefore, we hope this research can let future researchers, the students who participate in this program and the workers that may relate to this project can take into account and make this project better.

Research Question

The research questions addressed in this paper are:

1. What is the perception of the participants toward e-tutoring program after the course?
2. What is the attitude of the participants towards the hardware equipment?
3. What is the satisfaction of the participants toward the e-tutoring program

after the course?

Literature Review

Due to the small number of students in rural areas, less resources and influence, the attention that students can draw is relatively limited. In addition, the degree of relevant learning incentives is relatively low there, so even if they can access the Internet, these rural students are still unable to recognize how to use it properly in order to mend their learning deficiencies. Online learning is indeed a way to help rural students, but several problems are pointed out in previous studies: Because of the small amount of funds allocated to the schools in rural areas, there may be a shortage or aging of equipment. Especially at the beginning, the equipment establishment requires additional funds, which often delays the progress of its implementation (Anil & Jayakumar, 2018). The problem of users, the teachers of rural schools may have the phenomenon of aging, in the face of new online learning technology, whose rejection and maladjustment is common, this situation affecting the proportion of rural schools adopting online learning technology. The difficulty of new technology to rural areas, technicians that can be sent to rural schools to assist is less the ones to urban schools (Parkes & Fletcher, 2015). The problem of students' family conditions in rural schools: the unsteady economy results in not only their lower opportunities or participation in extracurricular activities and online learning, but also higher probability of giving up after joining online learning courses (Scarpin, 2018). The weakness of online learning system regarding the lack of interaction with people: on the one hand, students may not be able to get immediate solutions when encountering problems; on the other hand, they may rapidly reduce their willingness to participate because of less social and emotional involvement in e-learning (Liu & Lin, 2015). It is true that online learning technology has the potential to help rural students, but in terms of the creation of new technology, most of the tech designers are not educators, and the time for technology to be tested in practical teaching is not sufficient, a state that technology and teaching concepts are not integrated. In other words, the

combination of teaching policy and science and technology needs to be improved (Wu & Hsia, 2010; Huang & Huang 2012; Shuai & Jhou, 2014; Lin & Li, 2018). The aforesaid studies concerning e-learning rarely focus on the analysis of the relationship between college students, the e-tutors, and elementary school students, the e-tutees, and seldom discuss the mechanism of e-tutor selection and training courses, not to mention the studies regarding the e-tutoring program in Penghu.

Methodology

Introduction

This chapter describes the methodology adopted to investigate the influence of that e-tutoring program on the tutees in Penghu. First, it presents our participants selected, including the setting where the present study took place. Second, it proposes the instruments; research questionnaire and interview question. Third, it explains the procedures of administering the study and collecting the data needed. Finally, it discusses the use of quantitative and qualitative methods for data analysis.

Participants

There is a total of 80 participants in study from the elementary and junior high school in Penghu area, in the second semester of the 108th school year, including 15 students in Huxi elementary school, 19 students in Wang'an junior high school, 12 students in Qimei DOC (Shuanghu and Qimei elementary school), 11 students in Fongguei elementary school, 17 students in Huxi junior high school, 6 students in Jiangjyun elementary school and the moderator and the assistant of this program.

Instruments

We use two kinds of instruments to investigate our study, they are questionnaire and interviews. The section of questionnaire is aimed to figure out participants' perception, attitude and satisfaction about this program; in the section of the interview are trying to get more and deeper information from the project investigator, project assistant and some e-tutors who are willing to give us useful messages about this program. According to the questionnaire assessment of "The Key Successful Factors for After School's Online Tutoring" (Shuai & Jhou,2013) to design our questionnaire content and in line with the age of participants to adjust the depiction of the questions.

Study Procedures

First, we refer to the related literature and write the content of the questionnaire. The questionnaire is more informal in order to make the participants understand the content of the questionnaire correctly. Then we selected a few participants randomly to fill out the test questionnaire and asked all the e-tutors to help their students to fill out the formal questionnaire. We provided 80 questionnaires to each participant, and collected 65 valid questionnaires. Then, we interview with the project investigator and the project assistant to get more information about the process of the entire e-tutors in the conversation and find out the scarcity and insufficient.

Data Analysis

Our research conducted content analysis, discourse analysis, and interviewing to acquire and analyze data regarding participants, including the project investigator and the project assistant in order to obtain a fuller comprehension of this program.

The attitude and learning motivation before participating in E-tutoring program:

<i>Questions</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
1. Did you look forward to starting the class?	6%	3%	17%	31%	43%
2. Did you look forward to meeting E-tutor?	3%	2%	15%	28%	52%
3. Did you like to study?	9%	9%	46%	23%	13%

<i>Question</i>	<i>Yes</i>	<i>No</i>
1. Did you volunteer to participate in this program?	74%	26%

<i>Question</i>	<i>Company</i>	<i>Learning</i>	<i>Both</i>
1. What role did you want the E-tutor to play?	11%	14%	75%

Whether the learning interest has been improved during the time of e-tutoring program:

<i>Questions</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
1. Did you feel uncomfortable while studying one by one?	46%	12%	34%	5%	3%
2. Could you understand the lessons that E-tutors taught?	2%	0%	15%	37%	46%
3. Did you feel stress?	45%	21%	26%	6%	2%
4. Did you like to chat with E-tutor?	2%	0%	21%	20%	57%

<i>Question</i>	<i>Yes</i>	<i>No</i>
1. Did you feel afraid when you need to ask questions?	14%	86%

The satisfaction after participating in E-tutoring program:

<i>Questions</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
1. Did the computer often crash when the e-tutor was teaching?	23%	11%	26%	25%	15%
2. Will the sound often not be heard?	25%	17%	23%	23%	12%
3. Did you like the teaching method for your tutor?	3%	0%	19%	32%	46%
4. Do you like the existence of an E-tutor?	3%	2%	23%	26%	46%
5. Did you like your tutor?	0%	0%	22%	26%	52%
6. Is it fun about this program?	2%	2%	18%	35%	43%
7. Did equipment problems affect your mood when you during the class?	32%	17%	26%	6%	19%
8. Did you think E-learning was helpful in your coursework?	0%	1%	20%	37%	42%
9. Did you feel excited about the activities of seeing each other?	1%	0%	25%	20%	54%

<i>Question</i>	<i>Yes</i>	<i>No</i>
1. In the class, a writing pad would often be crashed to work?	18%	82%

<i>Question</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>
1. Did you think the teaching platform “JoinNet” is easy to use?	43%	48%	9%

Results and Discussion

65 out of 80¹ elementary school students in the rural areas of Penghu (the e-tutees in the e-tutoring program) answered our questionnaires. Besides the content and forms of e-learning, most of the subjects were concerning the e-tutor/e-tutee relationship. In order to comprehend the e-tutoring program from various perspectives, the interviews with the project investigator, the project assistant, and 6 e-tutors were conducted. From the aforesaid questionnaires and interviews, it is observed that the e-tutees (elementary school students) have sibling-like attachment to the e-tutors (college students), which is one of the unique advantages of the e-tutoring program, relatively dissimilar to other e-learning ones, regarding the companionship, the emotional connection, which can be a double-bladed dagger, leading young students to a less guarded status inclining to receive not only education but also harm. This observation prompts worry over the program equipped with almost no screening mechanism and proper training courses for e-tutors.

We also found that nearly half of the e-tutees occurred in the computer frozen and bad connection on headphones, however, only 20% of the e-tutees encountered to the problem of bad connection on graphics tablets. As a whole, the part of the hardware equipment did not affect much of the e-tutees, only one-fourth of e-tutees felt disturbed about it and for the satisfaction toward the e-tutoring program nearly 90% of the e-tutees are willing to participate in this program again. Although such lack may be related to the fact that it is comparatively difficult to recruit e-tutors in a distant area as Penghu, the concern for the possibly inappropriate influence on e-tutees should not be overlooked.

¹ 80 is the total number of the e-tutees in Penghu.

Conclusion

“E-tutoring program” is not only provide online learning platform but also provide online instant counseling, interact communication and company, the reduction of “feelings of isolation” (Parkes, Gregory, Fletcher, Adlington, and Gromik, 2015, 68) which because users of online learning system don’t really take part in real-time discussion and feeling left out from students who are from remote areas.

“E-tutoring program” is a kind of “Blended E-learning System (BELS)” (Wu, Tennyson, and Hsia, 2010, 156) and combined the convenience of internet and real-time respond and emotional support.

In Penghu, we confirmed the significant of the positive effect also discovered that e-tutor learned how to deal with problems which e-tutee had and recognized its influence of accompany is better than learning while we observed the “E-tutoring program”, cultivating their perseverance, the skill of communication and motivating the potential of e-tutor.

Because of this, we suggest the selection mechanism of e-tutor and related training lesson should be strengthening and be more systematic to fully utilize the strength of escort and ease the weakness of remote areas students’.

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Appendix

訪談題目：

1. 請描述你在數位學伴裡扮演的角色？
2. 如何得知/參加數位學伴的資訊？
3. 為何會想在澎湖推動數位學伴？
4. 數位學伴有存在的必要嗎？
5. 覺得執行上最有困難度的是甚麼部分？
6. 就你的觀察而言，數位學伴的成效如何？
7. 關於數位學伴計畫的經費來源及使用
8. 聊一下關於數位學伴的心得
9. 認為篩選大小學伴的機制是否完善
10. 有沒有要補充或是想分享的內容
11. 未來願景

訪談整理

受到少子化及城鄉教育資源落差之影響，離島偏鄉教育資源落差越來越重，競爭力相對降低，加上澎湖離島地區交通不易，取得教育方面與相仿年齡或是大一點的孩子相比較少機會，學童課業輔導也相對薄弱，而數位學伴的存在就是為了解決上述問題的產生，希望透過數位學伴讓學童多接觸外界資源，並提升學生課業成績，縮短城鄉差距及認知。另外這裡很多學童來自單親、隔代及新住民家庭，許多偏鄉孩童放學後因為家人忙於工作或其他家庭因素，導致成長的過程中缺乏教導，不只是學校課業以及生活與品德教育，而透過數位學伴的線上輔導機制，則可以間接陪伴學童成長。

而執行計畫的過程中，最困難的部分是學生的教學型態，大學伴如何提供正確的學習心態及學科教材，且成效無法量化，經過反查發現很多小學生想繼續學是因為下課後沒有同年齡的人跟他聊天，很多是單親及隔代教養的家庭，所以他們很需要大學生的陪伴，這只能用質化來表示。再來是執行時的經費部分，數位學伴經費運用緊張，支出範圍涵蓋大學伴的獎勵金、教學環境的設備費以及大小學伴相見歡，因此經費吃緊，沒有多餘的錢可以做其他事情。而篩選機制上，要篩選到大學伴及小學伴互相可以達到教學及學習默契是有困難的，我們只能初步了解大學伴的品行、活潑程度及教材製作，而這也是篩選環節中能做的事了，如果要想達到雙方的最佳默契，就需要大學伴和小學伴長期配對教學，充分了解雙方習性後才能做到。

數位學伴在澎湖推行了三年，目前推廣成效還算不錯，這些成果的背後，不只有主持人和助理在執行，還有一群學生默默的支持，一個計劃要做到延續需要一個團隊來配合，這三年我們已陸續從風櫃、湖西、七美等地區擴增至望安、將軍，期待計畫後續執行能更深入偏鄉離島地區將資源帶給各偏鄉學校使用。而這些過程也非一帆風順，每次執行完一年的數位學伴都很想放棄，但是每次看學生及小學伴的教學都很感動，教育是百年樹人，我們認為在偏鄉不管再多辛苦都要堅持下去。

未來我們也希望持續透過數位學伴計畫縮短教育的城鄉差距，並提供更多資源協助偏鄉中小學，讓學童在學習上的資源可以更接近城市地區。當然，課業輔導外還有對於小學伴的關懷與守護，除了平常線上的陪伴外，也有實體活動讓大

小學伴可以共同分享以及學習，期待達到數位學伴計畫以「生命陪伴生命，生活教導生活」的核心價值。

訪問-主持人

1. 請描述你在數位學伴裡扮演的角色

A:擔任協同主持人主要是負責協助主持人完成相關計畫及教育訓練

2. 如何得知/參加數位學伴的資訊?

A:一開始我來澎湖是執行資訊志工的計畫，是在湖西發展協會做資訊服務，後來發現有數位學伴的計畫覺得挺有意義就去申請

3. 為何會想在澎湖推動數位學伴?

A:澎湖本身少子化影響，教育資源和都市區會有落差，競爭力相對也會減低，學童課後輔導在這裡也比較薄弱，想說用數位學伴提升他們的課業成績，另外這裡很多是單親、新住民家庭，希望用大學生的陪伴走過他們的童年

4. 數位學伴有存在的必要嗎?

A:數位學伴存在意義非常大的原因是偏鄉落差，教育資源落差越來越重，相對偏鄉孩子尤其又是澎湖離島地區交通不易，在取得教育方面或與相仿年齡或是大一點的孩子相比較少，希望透過數位學伴提升他們的課業成績

5. 覺得執行上最有困難度的是甚麼部分?

A:最大的困難度還是在學生的教學及型態，就是大學生如何給小學生正確的心態及不錯的教學教材

6. 就你的觀察而言，數位學伴的成效如何?

A:成效無法量化，經過反查發現很多小學生想繼續學是因為下課後沒有同年齡的人跟他聊天，很多是單親及隔代教養的家庭，所以他們很需要大學生的陪伴，這只能用質化來表示

7. 關於數位學伴計畫的經費來源及使用

A:數位學伴經費運用很緊，很多都是給大學伴的獎勵金，教學環境的設備費跟小學生的相見歡，經費非常緊，沒有多餘的錢可以做其他事情

8. 聊一下關於數位學伴的心得

A:其實每次執行完一年的數位學伴都很想放棄，但是每次看學生及小學伴的教學都很感動，教育是百年樹人，我們認為在偏鄉不管再多辛苦都要堅持下去

9. 認為篩選大小學伴的機制是否完善

A: 要篩選到說大學伴及小學伴互相可以達到教學. 學習的默契是有困難的, 我們只能初步了解大學伴的品行. 活潑程度. 教材, 我們只能達到這裡, 如果要達到雙方可以有最佳默契, 需要像是大學伴做了一年知道小學伴的習性後才能做配對

10. 有沒有要補充或是想分享的內容

A: 其實數位學伴經歷了3年很感動, 不是只有主持人和助理在執行, 還有一票學生在默默的支持, 一個計劃要做到延續需要這樣一個團隊來配合

11. 未來願景

A: 我一直在做虛實整合因為我們虛擬用遠距, 實體還是需要實際教學讓學生看得到摸得到, 現在數位學伴還有結合其他計畫一起執行

訪問題目-助理

1. 請描述你在數位學伴裡扮演的角色

A: 擔任助理

2. 如何得知/參加數位學伴的資訊?

A: 經由校網公告及主持人師長告知

3. 為何會想在澎湖推動數位學伴?

A: 可以讓偏鄉的學童多接觸外在資源，縮短他們在於城鄉上的差距及認知。

4. 數位學伴有存在的必要嗎?

A: 有。因為許多偏鄉孩童放學後因為父母忙於工作或者家庭因素，沒有相關課業陪伴機制，但在孩童成長過程中是需要有人教導課業，以及生活與品德教育，而透過數位學伴的線上輔導機制，則可以間接陪伴學童成長。

5. 覺得執行上最有困難度的是甚麼部分?

A: 招募大學伴及募集資源

6. 就你的觀察而言，數位學伴的成效如何?

A: 目前推廣成效還算不錯，離島偏鄉地區已陸續從風櫃、湖西地區、七美等地區擴增至望安、將軍，期待計畫後續執行能更深入偏鄉離島地區將資源帶給各偏鄉學校使用。

7. 關於數位學伴計畫的經費來源及使用

A: (未提供)

8. 聊一下關於數位學伴的心得

A: 加入數位學伴計畫

9. 認為篩選大小學伴的機制是否完善

A: 滿完善的

10. 有沒有要補充或是想分享的內容

A: 無

11. 未來願景

A: 希望透過數位學伴計畫縮短學童對於的城鄉的差距，並有提供更多資源協助偏鄉國民中小學，讓學童在於學習上可以更為接近城市地區。當然，除了課業輔導外還有對於小學伴的關懷與守護，除了平常線上的陪伴外，也有實體活動

讓大小學伴可以共同分享以及學習，以期達到數位學伴計畫以「生命陪伴生命，生活教導生活」的核心價值。

數位學伴在偏鄉之影響 (以澎湖為例) -問卷調查

各位小學伴們：

我們為了瞭解參加數位學伴之後對你們的影響，因此有了這份問卷，此問卷只會做研究使用，不會算成績也不會公開你們的回答，不用告訴我們你們的名字，請依照你的直覺來寫這份問卷，輕鬆作答就好，感謝大家的填寫！

祝大家一切順利、考試都滿分

(1 分為非常不同意 2 分為不同意 3 分為還好/沒感覺 4 分為同意 5 分為超級同意)

➡ 參加數位學伴之前

1. 一開始期待上課嗎？	1	2	3	4	5
2. 期待認識大學伴嗎？	1	2	3	4	5
3. 你喜歡學習嗎？	1	2	3	4	5
4. 會不會覺得學校教的很困難？	1	2	3	4	5
1. 是自願參加數位學伴的嗎？	是	不是			
2. 你希望數位學伴是什麼角色？	陪伴 / 學習 (課業上的輔助) / 兩者				

➡ 參加數位學伴時~ (上課中)

1. 一對一教學會感到不自在嗎？	1	2	3	4	5
2. 聽得懂上課內容嗎？	1	2	3	4	5
3. 上課會不會累？	1	2	3	4	5
4. 會不會覺得上課無聊？	1	2	3	4	5
5. 上課會不會有壓力？	1	2	3	4	5
6. 上課內容會不會太簡單？	1	2	3	4	5
7. 你覺得自己會很容易分心嗎？	1	2	3	4	5
8. 上課方式有引起你的興趣嗎？	1	2	3	4	5
9. 中途會想退出嗎？	1	2	3	4	5
10. 你喜歡跟大學伴聊天嗎？	1	2	3	4	5
11. 一週上課兩次會覺得太少嗎？	1	2	3	4	5
1. 上課時間的長度	太長	剛剛好	太短		
2. 會不會不敢問大學伴問題？	會	不會			
3. 上完課後回去會複習內容嗎？	會	不會			

➔ 數位學伴結束後

1. 電腦會不會很常當機？	1	2	3	4	5
2. 聲音會不會常常聽不到？	1	2	3	4	5
3. 會願意繼續參加數位學伴嗎？	1	2	3	4	5
4. 喜歡大學伴的上課方式嗎？	1	2	3	4	5
5. 喜歡有大學伴的存在嗎？	1	2	3	4	5
6. 喜歡自己的大學伴嗎？	1	2	3	4	5
7. 你覺得上課好玩嗎？	1	2	3	4	5
8. 設備問題會不會影響你上課的心情？	1	2	3	4	5
9. 數位學伴結束後，你有更喜歡學習嗎？	1	2	3	4	5
10. 數位學伴有幫到你的課業嗎？	1	2	3	4	5
11. 相見歡的時候會期待看到大學伴嗎？	1	2	3	4	5
1. 上課途中，手寫板會常常當機不能用嗎？	會	不會			
2. 你喜歡一對一還是一對多？	一對一	一對多			
3. 你覺得這個教學平台(JoinNet)好用嗎？	好用	普通	不好用		
4. 如果能自己選，你還會選同一個大學伴嗎？	會，因為 _____。				
	不會，因為 _____。				

➤ 問答題

1. 每次上課的心情怎麼樣？

A:

2. 第幾次參加數位學伴(或參加了幾個學期)？

A:

3. 為什麼會想參加數位學伴？

A:

➤ 基本資料

性別：

學校：

年級：

學習科目：

The attitude and learning motivation before participating in E-tutoring program:

Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Did you look forward to starting the class?	6%	3%	17%	31%	43%
2. Did you look forward to meeting E-tutor?	3%	2%	15%	28%	52%
3. Did you like to study?	9%	9%	46%	23%	13%
4. Did you think the lessons are too hard for you to learn in school?	11%	18%	51%	15%	5%

Question	Yes	No
1. Did you volunteer to participate in this program?	74%	26%

Question	Company	Learning	Both
2. What role did you want the E-tutor to play?	11%	14%	75%

Whether the learning interest has been improved during the time of e-tutoring program:

Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Did you feel uncomfortable while studying one by one?	46%	12%	34%	5%	3%
2. Could you understand the lessons that E-tutors taught?	2%	0%	15%	37%	46%

3. Did you feel tired?	15%	9%	45%	25%	6%
4. Did you feel boring?	40%	18%	25%	8%	9%
5. Did you feel stress?	45%	21%	26%	6%	2%
6. Did you think the content that E-tutors taught you was too easy?	17%	14%	54%	11%	4%
7. Did you think you will be easily distracted?	21%	17%	28%	23%	11%
8. Did there any teaching ways arouse your interest?	9%	9%	22%	29%	31%
9. Did you think to give up during the classes?	57%	14%	21%	5%	3%
10. Did you like to chat with E-tutor?	2%	0%	21%	20%	57%
11. Did you think twice the classes per week wasn't enough for you?	26%	9%	43%	13%	9%

題目	太長	剛剛好	太短
1. Length of class time	12%	85%	3%

Question	Yes	No
2. Did you feel afraid when you need to ask questions?	14%	86%

Question	Yes	No
3. Did you review the content when you finish the class?	35%	65%

The satisfaction after participating in E-tutoring program:

Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Did the computer often crash when the e-tutor was teaching?	23%	11%	26%	25%	15%
2. Will the sound often not be heard?	25%	17%	23%	23%	12%
3. Would you like to take part in the E-tutor again?	9%	0%	23%	17%	51%
4. Did you like the teaching method for your tutor?	3%	0%	19%	32%	46%
5. Do you like the existence of an E-tutor?	3%	2%	23%	26%	46%
6. Did you like your tutor?	0%	0%	22%	26%	52%
7. Is it fun about this program?	2%	2%	18%	35%	43%
8. Did equipment problems affect your mood when you during the class?	32%	17%	26%	6%	19%
9. After e-tutor, did you more like studying?	19%	17%	35%	14%	15%
10. Did you think E-learning was helpful in your coursework?	0%	1%	20%	37%	42%
11. Did you feel excited about the activities of seeing each other?	1%	0%	25%	20%	54%

Question	Yes	No
1. In the class, a writing pad would often be crashed to work?	18%	82%

題目	一對一	一對多
2. Did you like one-on-one or one-to-many?	78%	22%

Question	Agree	Neutral	Disagree
3. Did you think the teaching platform “JoinNet” is easy to use?	43%	48%	9%

Question	Yes	No
4. If you can choose by yourself, would you choose the same E- tutor?	89%	11%
	Reason	Reason
	突然換一個學伴很怪	對每個大學伴都沒啥興趣
	上課就不會無聊	我要畢業了
	很熟	大學伴會一直跟我聊天
	相處愉快	要多嘗試
	習慣	上一次的學伴比較可以聊
	不想認識新的	想認識新的大學伴
	已經認識了	想要新的感覺
	比較熟	
	想認識更多學伴	
	比較熟悉	
	大學伴教得好	
	之前已熟悉了，重新認識新的會比較尷尬	

	已經熟悉了	
	不同大學伴要重新認識	
	喜歡大學伴的教學方式	
	上課很好玩	
	已經熟了	
	習慣他的模式	
	喜歡	
	大學伴英文不錯.興趣也相同	
	已經熟悉也喜歡所以不想換	
	很好聊.重新適應新學伴也很麻煩	
	比較熟	
	之前的都會想要繼續	
	就不用再多認識其他人	
	很溫柔	
	習慣了	
	無	
	都認識了	
	習慣了大學伴	
	溝通無代溝	
	合得來	
	有感情了	
	聊得開	
	可以用電腦	

	習慣了	
	人很好	
	比較熟悉	
	這個大學伴很好	
	can	
	他說沒差	
	教得很棒	
	喜歡	
	大學伴有趣	
	覺得相處愉快	
	比較不怕生	
	習慣	
	感覺不想太快換老師	
	他很有趣	
	習慣	
	不想換新的，麻煩	
	有選有機會	
	很好相處	
	教學方式還不錯	
	人較好	
	可以相遇，在一起度 過難關	
	習慣了	