On-line Program of Tutoring Children in Remote Areas

The Corps of Rural Areas Education Service, Fu Jen Catholic University, 2006-

Introduction by Fr. Leszek Niewdana, SVD,
Office of the Vice President for Mission

Apostolic Constitution of the Supreme Pontiff John Paul II on Catholic Universities

- A Catholic University's privileged task is "to unite existentially by intellectual effort two orders of reality that too frequently tend to be placed in opposition as though they were antithetical: **the search for truth, and the certainty of already knowing the fount of truth."**

- The present age is in urgent **need of a kind of disinterested service, namely of *proclaiming the meaning of truth*, that fundamental value without which freedom, justice and human dignity** are extinguished.

Fu Jen Catholic University: Mission Statement

- The highest ideal of being **"immersed in human society"**

- Fu Jen is committed to a dialogue leading **to the development of society and the advancement of humankind.**

- Fu Jen seeks to develop a spirit of compassion and service as well as an active commitment to justice.

- Fu Jen encourages its students to **take action to introduce positive values** that contribute to Taiwan's wealth and cultural diversity.

The Corps of Rural Areas Education Service at Fu Jen Catholic University

Goals:

- Providing support for the socially vulnerable

- Challenging social imbalance

- Affirming the value of human dignity and pursuing high moral standard by promoting the quality of both life and community

The Corps of Rural Areas Education Service at Fu Jen Catholic University

Method 1: On-line Tutoring Program

--Reducing the digital discrepancy between areas

--Increasing supplementary studies in the use of the Internet

--Offering Distance Learning Guidance

--Improving the quality of rural education in Taiwan by applying academic resources of teaching, technical assistance and social services

數位學伴線上課業輔導服務計畫網
The Project of Online Tutoring for After School's Learning

有一種愛的文明　當科技應用於聆聽、關懷時

Progress of the On-line Tutoring Program

Fu Jen-Community/ Fu Jen-Enterprise Cooperative Mode (2009-2013)
Promoted by the Ministry of Education and Chunghwa Telecom Co., Ltd & Foundation

General Project (2008-2012)
Fu Jen U. has provided leadership and support for on-line tutoring at 27 teaching sites (cooperative universities). The program has recruited tutors from these universities, combing the Internet and educational goals to cover 85 service sites.
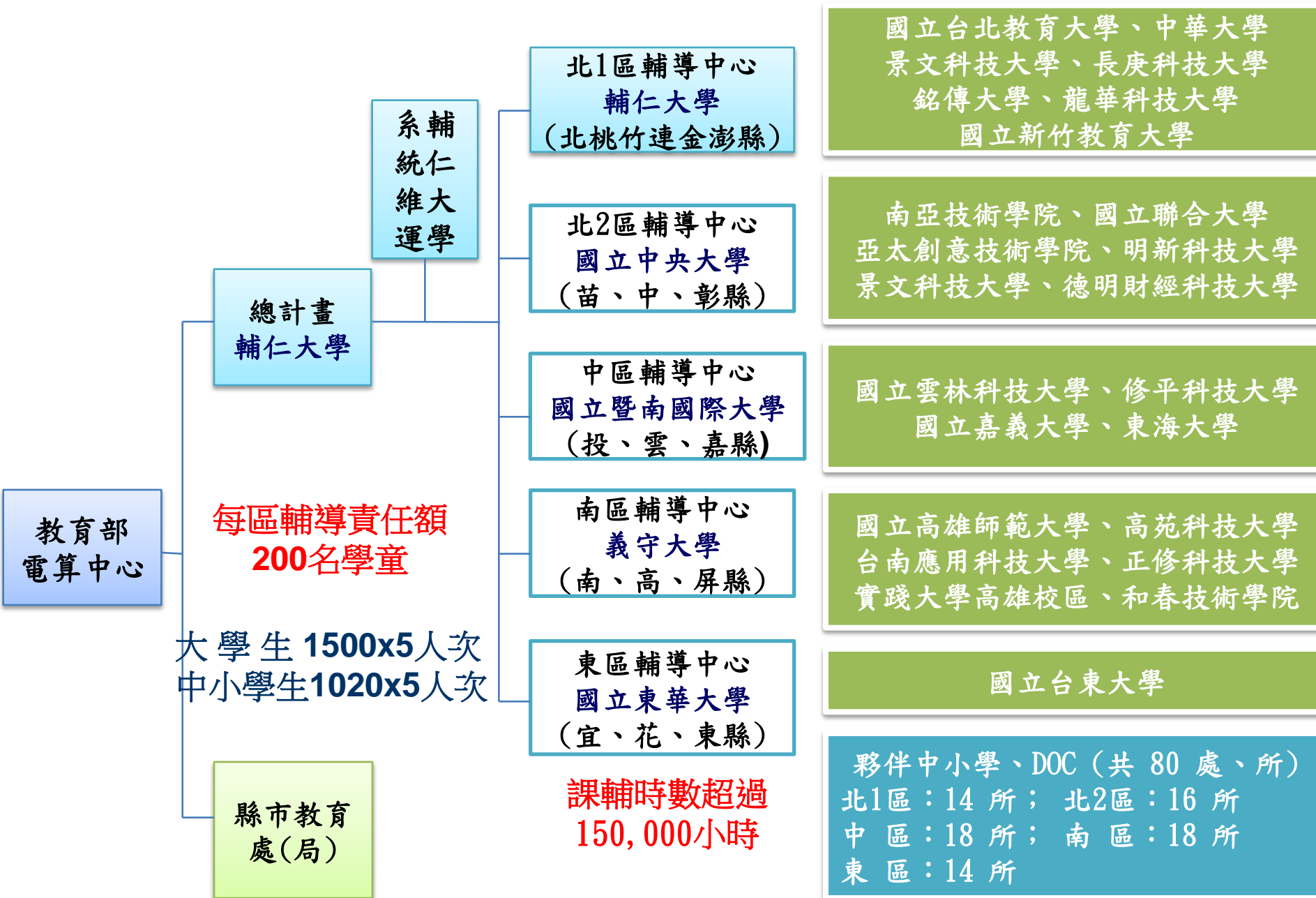
Experimental Period (2007)
Both Fu Jen U. and Wenzao Ursuline U. of Languages invited to attend in the program partnerships

Experimental Period (2006)
1. 20 Fu Jen college students offering educational services in Taitung
2. Both Fu Jen U. and Wenzao Ursuline U. of Languages invited to attend in the program

教育部數位學伴課輔架構(2007～2014)

教育部電算中心

總計畫
輔仁大學

系統維運
輔仁大學

每區輔導責任額
200名學童

大學生 1500x5人次
中小學生1020x5人次

課輔時數超過
150,000小時

縣市教育處(局)

北1區輔導中心
輔仁大學
（北桃竹連金澎縣）

國立台北教育大學、中華大學
景文科技大學、長庚科技大學
銘傳大學、龍華科技大學
國立新竹教育大學

北2區輔導中心
國立中央大學
（苗、中、彰縣）

南亞技術學院、國立聯合大學
亞太創意技術學院、明新科技大學
景文科技大學、德明財經科技大學

中區輔導中心
國立暨南國際大學
（投、雲、嘉縣)

國立雲林科技大學、修平科技大學
國立嘉義大學、東海大學

南區輔導中心
義守大學
（南、高、屏縣）

國立高雄師範大學、高苑科技大學
台南應用科技大學、正修科技大學
實踐大學高雄校區、和春技術學院

東區輔導中心
國立東華大學
（宜、花、東縣）

國立台東大學

夥伴中小學、DOC（共 80 處、所）
北1區：14 所； 北2區：16 所
中 區：18 所； 南 區：18 所
東 區：14 所

On-line Tutoring Classroom of College Student Volunteers and Students in Rural Areas

- E-learning Platform

- Network (Internet)

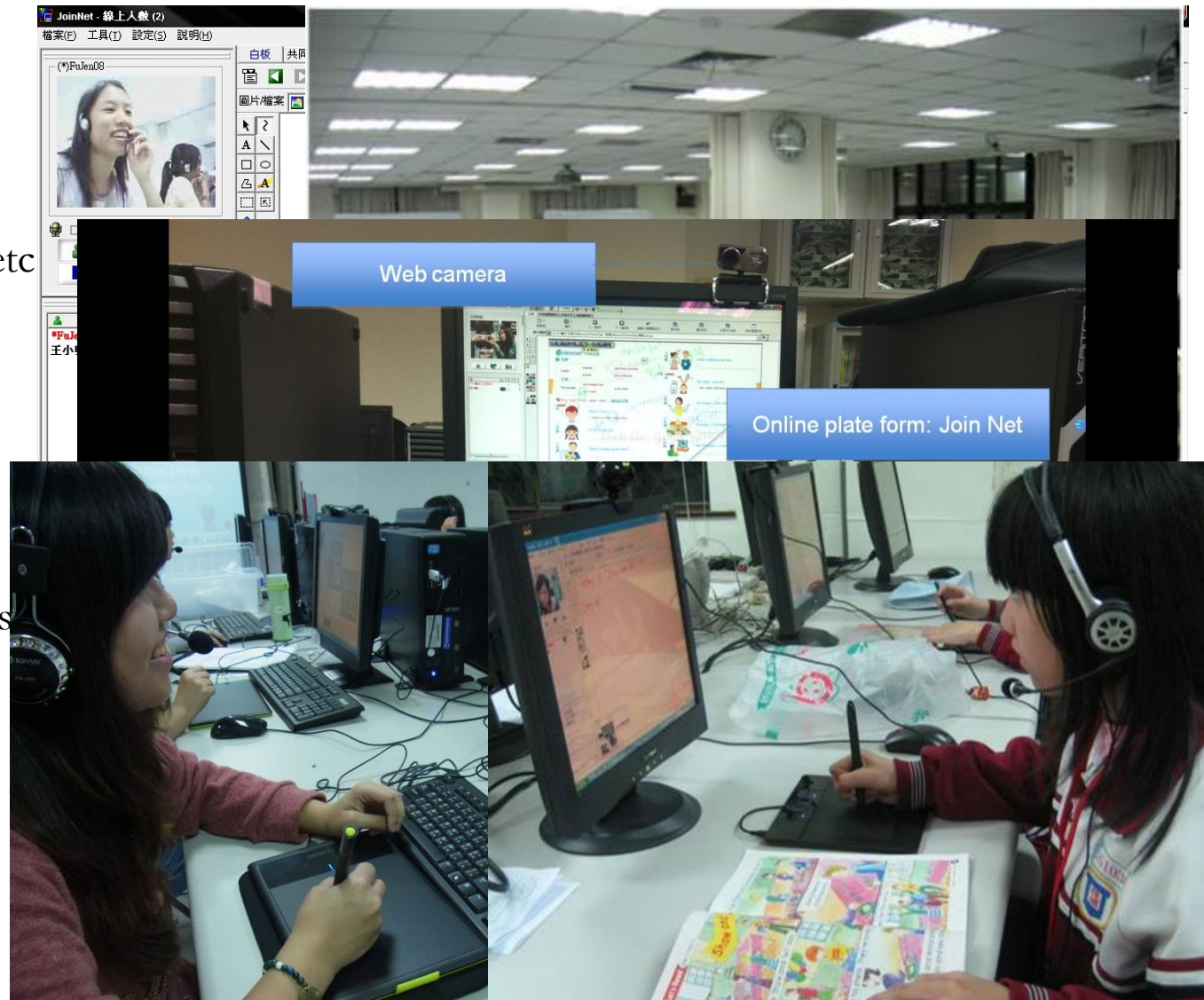- Webcams, Headsets, Sketch Pads (Hardware), Video Conference Syetem (Software)

- Teaching materials

- Volunteers as instructors

- Students in rural areas as students

- Guidance Advisors

- Computer Technicians

The Corps of Rural Areas Education Service at Fu Jen Catholic University

Live On-line Classroom

Study Tour to Fu Jen

Live On-line Classroom: Teaching and Learning

The Corps of Rural Areas Education Service at Fu Jen Catholic University
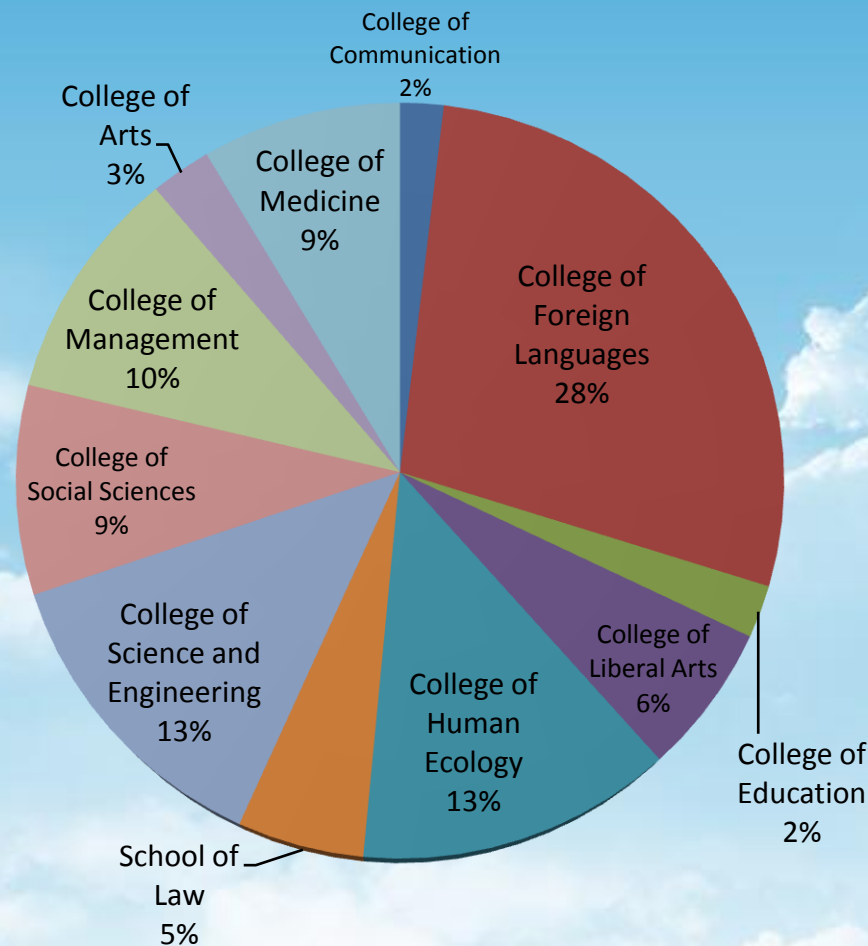
Live On-line Classroom

Study Tour to Fu Jen

101-2學期大學伴系所分佈圖

Recruited Tutors in Fu Jen
101-2學期遠距課輔教師系所分佈

Institutes	Number
College of Communication	5
College of Foreign Languages	75
College of Education	6
College of Liberal Arts	17
College of Human Ecology	35
School of Law	14
College of Science and Engineering	35
College of Social Sciences	24
College of Management	27
College of Arts	7
College of Medicine	23
Total	**268**

輔仁大學101-2學期遠距課輔教師
各學院分佈

- College of Communication 2%
- College of Arts 3%
- College of Medicine 9%
- College of Management 10%
- College of Social Sciences 9%
- College of Science and Engineering 13%
- School of Law 5%
- College of Human Ecology 13%
- College of Education 2%
- College of Liberal Arts 6%
- College of Foreign Languages 28%

The Corps of Rural Areas Education Service at Fu Jen Catholic University

- **Promote Cooperation between Local Communities and Parishes.**

  -- Inviting charity foundations in the business sector to cooperate with local communities and parishes to turn them into centers providing information, care, and hope for the socially vulnerable

夏日學堂大合照-五股國中   夏日學堂大合照-五股天主堂   中華電信公司 推動網路代替馬路

The Corps of Rural Areas Education Service at Fu Jen Catholic University
On-line Tutoring Program and Winter/Summer Camp Working Sites
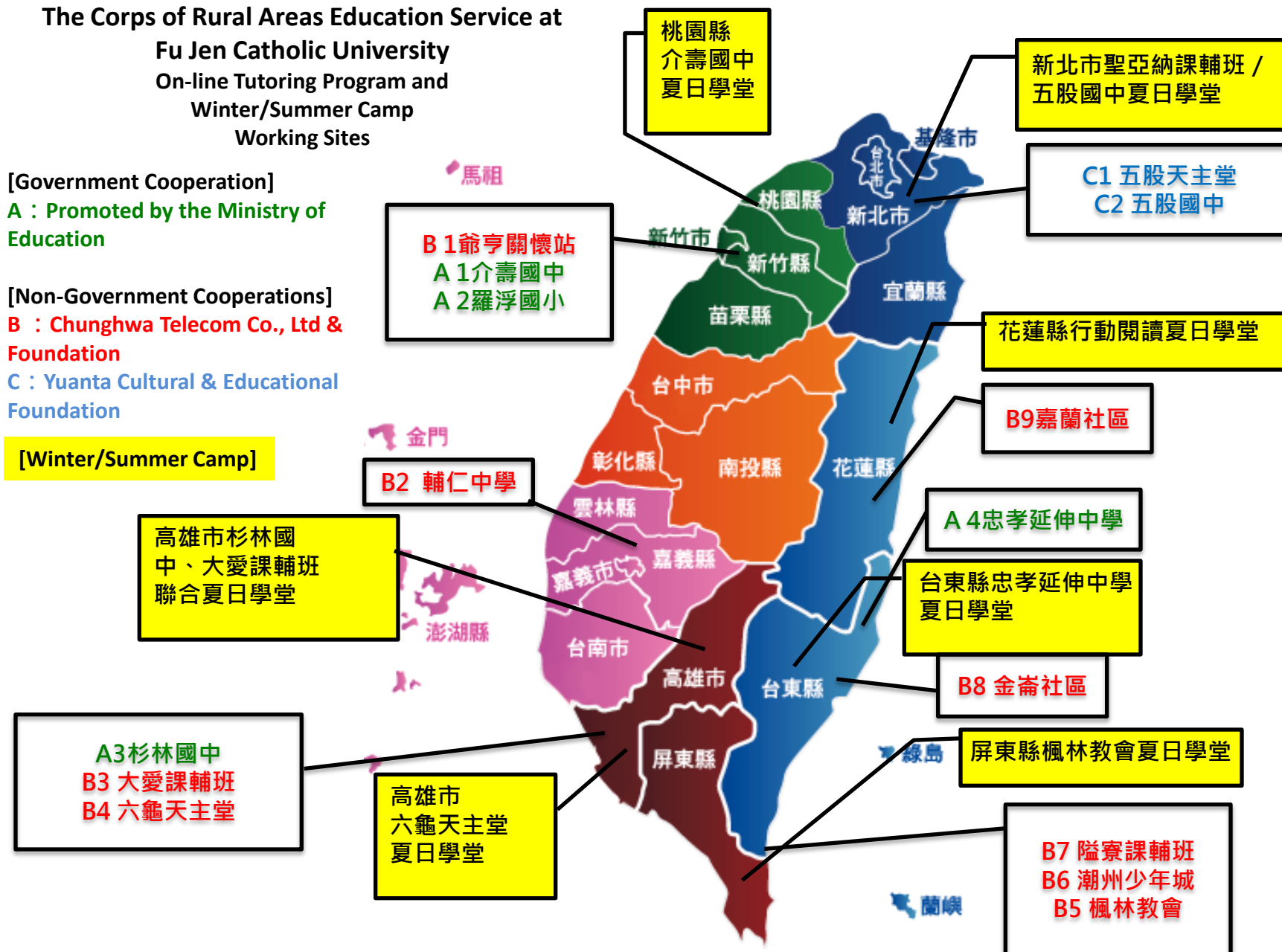
[Government Cooperation]
A：Promoted by the Ministry of Education

[Non-Government Cooperations]
B：Chunghwa Telecom Co., Ltd & Foundation
C：Yuanta Cultural & Educational Foundation

[Winter/Summer Camp]

桃園縣
介壽國中
夏日學堂

新北市聖亞納課輔班／
五股國中夏日學堂

C1 五股天主堂
C2 五股國中

B 1爺亨關懷站
A 1介壽國中
A 2羅浮國小

花蓮縣行動閱讀夏日學堂

B9嘉蘭社區

B2 輔仁中學

A 4忠孝延伸中學

高雄市杉林國
中、大愛課輔班
聯合夏日學堂

台東縣忠孝延伸中學
夏日學堂

B8 金崙社區

A3杉林國中
B3 大愛課輔班
B4 六龜天主堂

屏東縣楓林教會夏日學堂

高雄市
六龜天主堂
夏日學堂

B7 隘寮課輔班
B6 潮州少年城
B5 楓林教會

馬祖　基隆市　桃園縣　新竹市　新北市　宜蘭縣　新竹縣　苗栗縣　台中市　金門　彰化縣　南投縣　花蓮縣　雲林縣　嘉義縣　嘉義市　澎湖縣　台南市　高雄市　台東縣　綠島　屏東縣　蘭嶼

The Corps of Rural Areas Education Service at Fu Jen Catholic University

- Method 2: Winter / Summer School's Project in Remote and Minority Areas in Taiwan

"Happiness, Respect and Sharing"

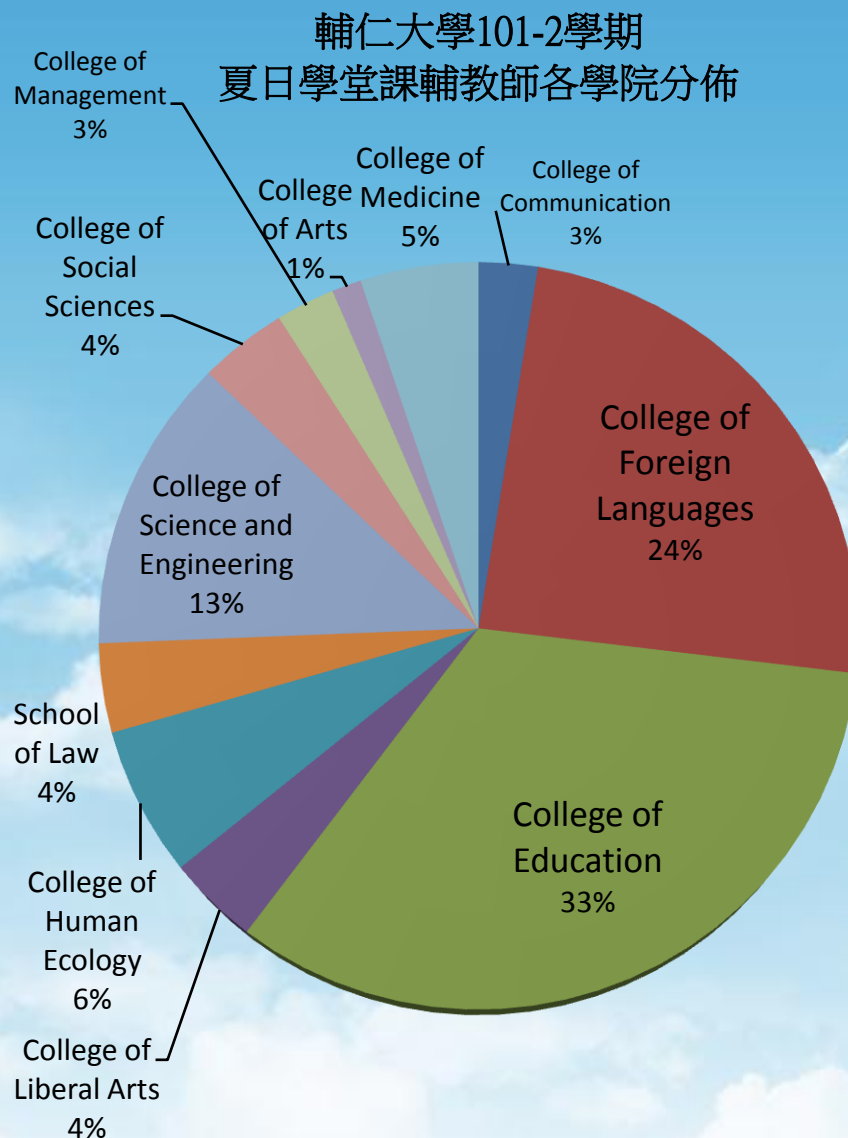- Saving the best for those in most need
- "Accompany life with life"

101-2學期大學伴系所分佈圖

2013 Fu Jen's College Volunteers
in Summer School Project
輔仁大學101-2學期
夏日學堂課輔教師各學院分佈

Institues	Number
College of Communication	2
College of Foreign Languages	19
College of Education	26
College of Liberal Arts	3
College of Human Ecology	5
School of Law	3
College of Science and Engineering	10
College of Social Sciences	3
College of Management	2
College of Arts	1
College of Medicine	4
Total	**78**

輔仁大學101-2學期
夏日學堂課輔教師各學院分佈

- College of Management 3%
- College of Arts 1%
- College of Medicine 5%
- College of Communication 3%
- College of Social Sciences 4%
- College of Foreign Languages 24%
- College of Science and Engineering 13%
- College of Education 33%
- School of Law 4%
- College of Human Ecology 6%
- College of Liberal Arts 4%

Concerning the Physical and Mental Development of Senior High School Students

- Scholarships for encouraging teenagers who are economically disadvantaged to continue their school learning

- Courses of multi-cultural life and character education

- Offering teenagers opportunities through a variety of rural services

執行率

輔大偏鄉教育關懷服務計畫 101-2（102.2-8）執行率

資料出處：偏鄉教育關懷102.9.10

備註：1.服務時數、人次等量化資料，執行成效，分析尚在彙整中；2.執行週期，分上、下學學期。

活動名稱		參與人數/時數		執行日期
		大學伴	小學伴	
偏鄉數位課輔 人x3時/1.5時x2次x12週		268人 19296時	147人 9648時	102.03.12--06.06 每週二、四18:00-20:30
夏日學堂 人x12時/8時x天	桃園縣介壽隊 12時/日(大) 8時/日(小)	9人 2376時	77人 9240時	102.07.08—07.25
	花蓮行動閱讀隊	32人 3072時	44人 2112時	102.07.15—07.20
	新北市五股隊	6人 720時	12人 960時	102.07.15—07.26
	高雄市六龜隊	8人 1440時	25人 2200時	102.07.22—08.03
	高雄市杉林隊	13人 2340時	72人 5760時	102.07.29—08.09
	新北市五股國中隊	2人 80時	18人 720時	102.07.29—08.09
	屏東縣楓林隊	9人 1620時	34人 2720時	102.08.05—08.16
社區學堂 人x10時/8時x12週		11人 1320時	20-30人 2400時	102.03.03—06.08 每周六8:00-18:00
人才培育 (高中生成長營) 人x24時/16時		15人 360時	22人 352時	102.06.28—06.29
青年社會議題	種子教師培訓 人x 12時	300人 3600時	0	102.03--06
	我眼中的社會與生活 人x6時	45人 270時	0	102.03--06
小計		718人 36494時	476人 36112時	

Afterwards

- To educate, with Love, Service and Learning as core objects, university students to exercise their expertise to the fullest, to acquire counseling skills and to foster humane concern.

- To increase learning opportunities for the students in rural areas with the prevalence of distance education, and to shepherd them into the proactive learning attitude and the positive stance for life.

~Thank you for your listening!~

College students' service learning experiences from e-tutoring children in remote areas

Project leaders of

Online Tutoring Project

Tze-Han Lu & Hong-Yen Lin

Reported by Lih-Juan Lin,

Director of Fu Jen Catholic University Library

NSC Research project for Online Tutoring

2011-2013

Online Tutoring for After-School Learning

Ministry of Education, Taiwan

Chunghwa Telecom, Goodshepherd, Yuanta, …

27 universities
80 Teachers in teaching sites
98 Teachers in learning sites

1366tutors
1020 children
(October, 2013)

Online Tutoring for After-School Learning

Leadership : Fu Jen Catholic University

- △ Support
  - Teaching resources
  - Training
- △ Coordination
- △ Management
  - Teaching and learning data for teaching sites and learning sites

Serve and Learn

- Rapid development of service learning in education.
- Integration into the curriculum or promotion as volunteer activities
- Enhancing cognitive development and growth among college students

Serve and Learn

- Service experiences - practical in the training of all knowledge domains.

- Professional development

- Social responsibility
  – Connection to serviced community

Service Learning

- Theoretical support for experiential learning - works of Dewey (1938) and Kolb (1984).

- Knowledge: constructed through transformation of experiences in real live situations

- Experiential and contextual learning opportunities - meaningful for both professional and personal development

Serving in the community

- Short term
- Long term

> On-site service

- Remote service
  - Use of advanced technology has made service leaning activities reaching remote areas more feasible
  - Reaching out

Distant service and equity of access

- Children in remote areas require special attention in bridging gap for learning support:
  - learning resources
  - facilities and human resources
- Challenges and opportunities for fostering equal access of learning and use of technology
- Efforts from both the government and society are needed

Digital divide

E-tutoring initiative

- To bridge the digital divide and learning gap among children in remote areas, the Ministry of Education, Taiwan has initiated the "Digital Opportunity" to remote schools since 2006.

- The project has expanded to reach more rural schools and was renamed as "Online Tutoring for After-School Learning" in 2010.

E-tutoring initiative

- Modern technology → opportunities and possibilities to reach remote individuals with diverse socio-economic status

- Use of electronic media has extended beyond the reach of traditional teaching and learning space.

E-tutoring initiative

- Aim: to promote children's after-school learning and information literacy in remote areas

- Digital Opportunity Centers (DOC) and network service sites were established in local servicing sites and schools.

- Children from rural schools were paired with college students for after-school online tutoring

Pairing of tutors and tutees

Synchronous interaction

Live teaching and learning
Tuesday, Thursday 6:30-8:30

College students

Remote children

Teaching site

Support team:
Project leaders,
organization team
members

Counseling of teaching and learning

Preparation of digital learning materials

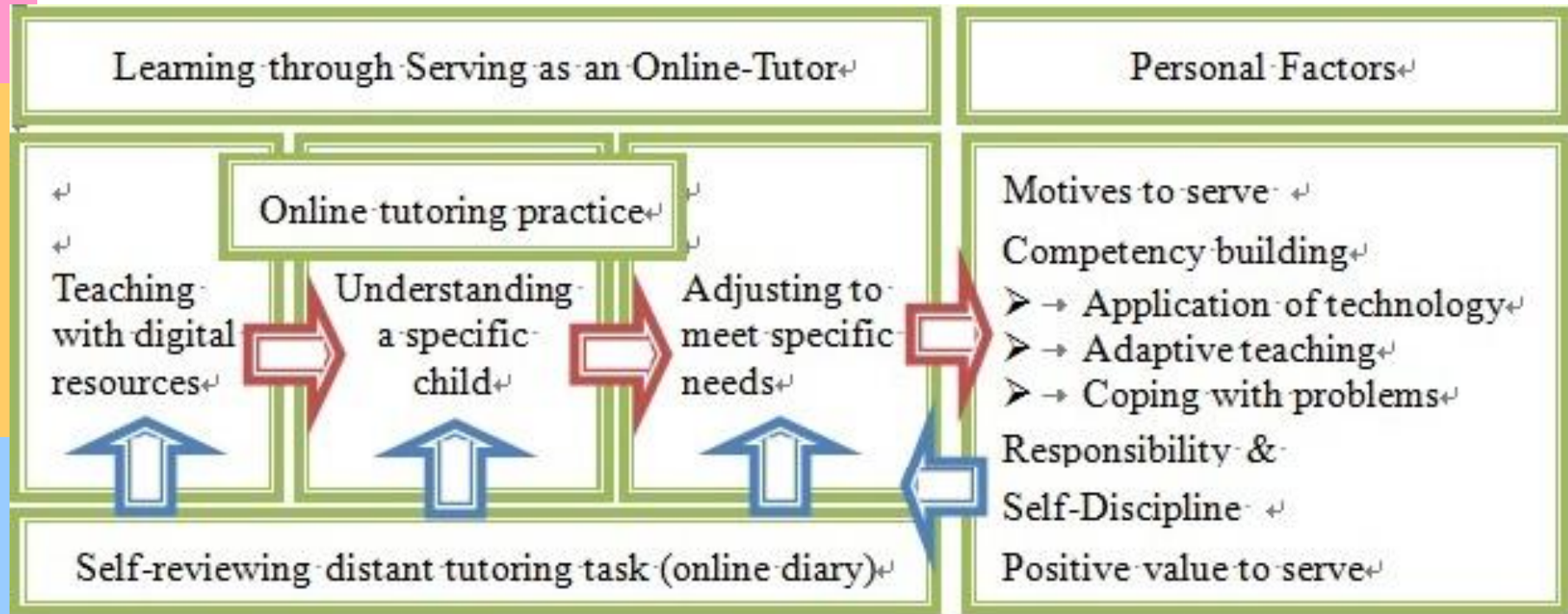Arrangement of "Meeting Face-to-face"

Responses to online Journal

Learning sites

Support team:
Teachers
(accompany with children)

Experiences from college students

Learning through Serving as an Online-Tutor	Personal Factors
Online tutoring practice	Motives to serve
Teaching with digital resources → Understanding a specific child → Adjusting to meet specific needs	Competency building
	➤ → Application of technology
	➤ → Adaptive teaching
	➤ → Coping with problems
	Responsibility & Self-Discipline
Self-reviewing distant tutoring task (online diary)	Positive value to serve

Data gathered from interview and observation

Experiences from college students

1. Building face-to-face learning interactions

"On the first day of tutoring, she was a little shy and nervous."

Tutors tried to understand the personality and characteristics of the individual child.
The use of JoinNet and communication for face-to-face contact and for building mutual

Tuesday, Thursday 6:30-8:30

Experiences from college students

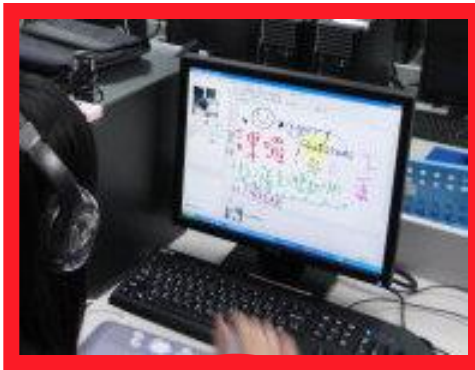## 2. Understanding children's learning characteristics and obstacles

"Chungwei had difficulty with decimal point problems. I should give him more practice to help him overcome the difficulty."

"I noticed that Wei had difficulties in comprehending the statement of a problem."

Experiences from college students

2. Adjusting teaching approach according to individual learning

"I tried to adjust myself to the kids' needs. I hope to help him develop his confidence and interest in learning English."

"I spent more time on the content that she had problem with. She did not interact with me much. I needed to change my strategies to encourage her to respond."

"Liang is smart. To progress to a more advanced level, he needs to develop his own reasoning skills to solve problems. I will guide him to develop necessary thinking skills."

Experiences from college students

3. Trying to understand what interests specific children

"Chen liked game-based problem-solving activities. He enjoyed winning the games that I gave him for problem-solving."

"He had great interest in dinosaurs. I used pictures of dinosaurs to draw his attention."

"When Chauchen got impatient, I taught her English songs and she became willing to learn."

Experiences from college students

4. Dealing with children's physical and emotional responses

"Yufang was not in good mood today. I chatted with her to make her feel better."

"Chiafan had some arguments with his teacher. He was very depressed today. I tried to cheer him up."

"She was sick and had difficulty concentrating on learning. I tried not to give her too much work due to her health problem."

Experiences from college students

5. Dealing with frustrations

"Shenyu was inpatient and impetuous. I felt frustrated with teaching her."

"I wished there was someone to replace me. She won't listen to me or answer my questions. She was playing with the boy next to her."

"She was not satisfied with the exam results. I encouraged her not to be upset and work harder."

Experiences from college students

6. Helping children learn positively

" Yulung has gradually developed confidence in solving problems. When faced with complex problem, she would try her own way of reasoning. I encouraged her to think independently."

"Shuya made great progress in learning actively. I hope she could maintain positive attitude toward her own learning in the future."

"After getting familiar with the concepts, Quan began to develop confidence in solving the problems. He has made great progress."

Experiences from college students

7. Enjoying with achievement

"I gave her more challenging math problems and provided her with some hints. She solved the problems successfully."

"Jenyi shared with me her joy in making good progress in solving math problems."

"Chungwei sent me his poem. I found him a mature kid. He shared with me his thoughts and viewpoints."

Experiences from college students

8. Sharing joys and sorrows

"Peiyi shared with me her plan of becoming a fashion designer in the future."

"I shared with her my high school experiences, and chatted with her about her future plan. I also gave her a brief introduction to high school math."

"The tutoring experiences would be one of those valuable memories in my life. I love these kids very much."

Conclusion

- College students experienced the application of network technology and the development of their service learning skills

- Online tutors must adapt to remote children's learning needs accordingly, and always be prepared to respond verbally and visually to children's reactions.

- College students learned the culture within the community they serve

Conclusion

- The effort to create digital opportunity for rural areas has linked university and distant communities

    - college students and remote children.

- The e-tutoring experiences

    - exciting and inspiring

- Promoting service learning

    opportunity through

     modern technology.

Thank you

Core value of the team:
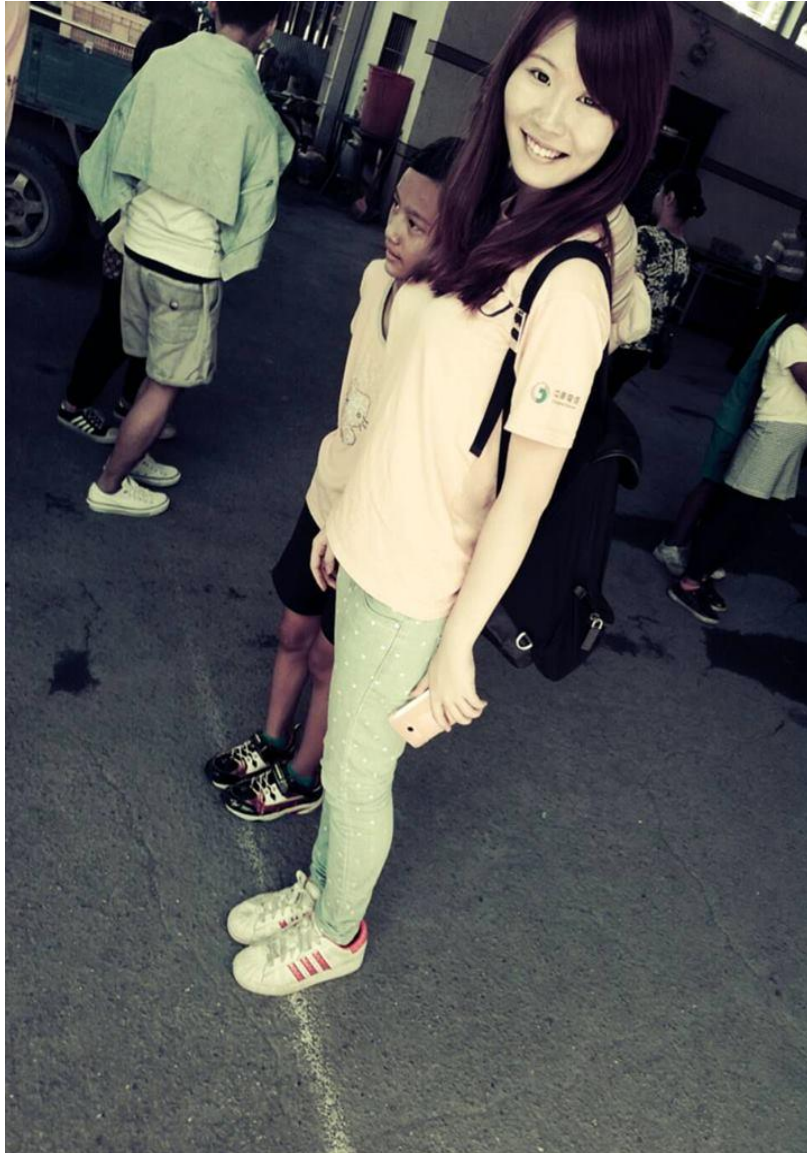 *"May my being become blessings of mankind"*
"We give the best to those in need the most"
"To accompany lives with my life; to educate lives with my life."

Online Study Pal Project:
Influence of the Pal Project on College Students

Introduction (5W&1H)

Who?

Where?

What?

Why?

When?

How?

Halilu

Bugun

Differences Between
Meeting Online and Face to Face

Meeting Online	Face to Face
Communicate through PC	Actual interaction
1 on 1 (match up with certain student)	Teach a whole class
Easy to observe students' problem	Hard to take care of everyone's need
distractions (lack of concentration)	Can exclude the distraction immediately
Teach by PPT mainly	Flexibility of course design (e.g. group games, acting, singing)
Know more about students (e.g. personality, background)	Only know about their academic performance

2013 Taoyuan Summer Camp

Reflection

"Distant learning is a magnificent project. It can be a life changing experience for me or for the children I teach. Not only do I want to be their English tutor but I also hope to become a companion who they can rely on. I wish that in the near future, having my class would be something they look forward to every week. I'll spare no effort to assist them with my love and patience!"

Thanks for listening ☺

Live on Demo Teaching--

Demonstrated by Chia-Shin Wu

Hello!!
Welcome to Taiwan!!

Move to dinner venue

- We will now be moving to the dinner venue at Grand Hotel.

- Please remember to bring your belongings with you.