

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

Project leaders of
Online Tutoring Project
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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



History

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



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

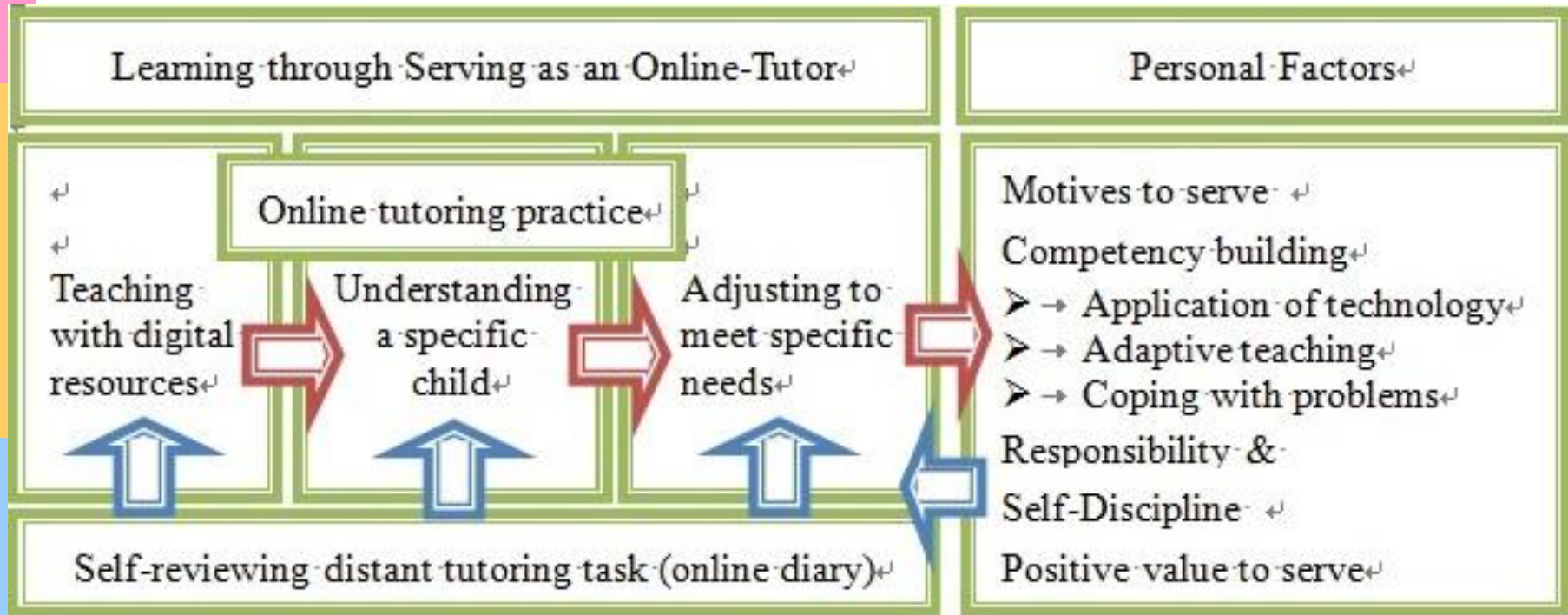
Arrangement of "Meeting
Face-to-face"

Responses to online Journal

Learning sites

Support team:
Teachers
(accompany with
children)

Experiences from college students



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

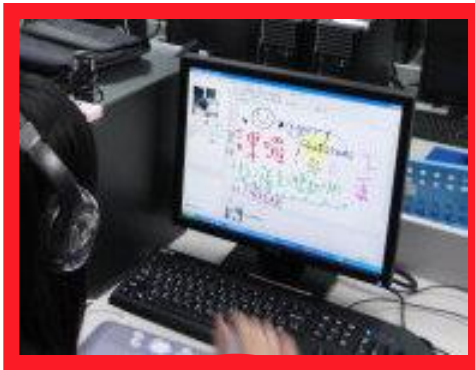
“Chungwei had difficulty with decimal point problems. I should give him more practice to help him overcome the difficulty.”

“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 impatient 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

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- 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.”