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效分析－以資訊倫理課程為例

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論文提要內容：

網路使用上的普及縮短了人們資訊的落差，但也衍生出資訊使用上的倫理與法律之社會問題。為了讓資訊倫理課程的學習者對於討論議題能夠達到知行合一之成效，本論文結合拼圖式合作學習法與線上非同步討論區之使用來強化學習者對於議題的省思。探討學習者在資訊倫理學習成效上的改變。

論文共區分為三個部分，第一個部分係探討線上非同步討論加入促進者元素後之影響性，實驗顯示線上拼圖法結合促進者有效提升資訊倫理的學習成效、加強討論區小組成員的凝聚力，且討論區的有效文章數量增加增進學習效益。

第二及第三等兩個部分則是提出有關線上專家討論之進行方式以及分組方式的建議，研究針對性格上內或外向的差異，以及學習者性別上的差異，實驗顯示對於資訊倫理背景程度中等者，若其性格屬於內向，則此類型之學習者適合使用線上非同步討論以取代傳統面對面的專家討論方式；當以性別作為分組依據時，女性小組在資訊倫理學習較適合採取線上非同步討論，而男性則較適合使用傳統面對面的討論。

關鍵字：資訊倫理(computer and information ethics)，教育情境(educational scenario)，拼圖法(jigsaw)。

An investigation of Jigsaw Cooperative Learning on Using Online Expert Meeting − A Case of Information Ethics

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ABSTRACT

The popularization of using networks reduces the information gap, but it also causes social problems about ethics and laws. In order to reach the effect that learners in Computer and Information Ethics can properly use networks and realize information ethics to the discussing issues, this thesis unifies the Jigsaw type cooperation learning method and the use of online asynchronous discussion area to strengthen learners' reflections to the discussing issues, and it explores learners' changes in learning effect.

This thesis is divided into three parts. The first part establishes an experiment to discuss the influence of having facilitators in an online asynchronous discussion. The experiment reveals that online Jigsaw's cooperation method linking up facilitators can efficiently promote the learning effect of information ethics; meanwhile, it can reinforce the group members' coherence in their discussion area with quantity of valid articles.

The second and the third parts bring up suggestions which are related to the mode of how to carry out the online expert meetings and the way of grouping. To be aimed at the divergences of learners' introvert or extrovert dispositions and their genders, this study gives a suitable way of grouping to adopt learners' with different background abilities. The experiments, shown in these two parts, consider that the learning effect of online Jigsaw's cooperation method is better than traditional Jigsaw's cooperation method. The introvert's learner at medium-level of Computer and Information Ethics' can efficiently improve whose learning situation with online asynchronous discussion. When grouping is based on gender, female groups at learning are more suitable for

online asynchronous discussion in Computer and Information Ethics' learning. On the contrary, traditional face-to-face discussion is fitting male groups.

This thesis records learning and reaction courses through learning courses database. After all experiments, a questionnaire indicates that the learners satisfied the learning mode they experienced. Gathering statistics and analyze all experiment data provide suggestion to cognition level of ethics learning and adaptive learning at character tendency while teaching computer ethic.

Key Words: computer and information ethics, e-learning, cooperative learning, online discussion, ethics cognition, educational scenario.